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REPORT

ON

PUBLIC INSTRUCTION

IN

MYSORE

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FOR THE YEAR 1908-09

WITH THE GOVERNMENT REVIEW THEREON

00134908

BANGALORE:
PRINTED AT THE GOVERNMENT PRESS
1910

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Proceedings of the Government of His Highness the Maharaja of Mysore.

READ—

Report on Public Instruction in Mysore for 1908-09, submitted by Mr. H. J. Bhabha, M.A., Inspector-General of Education in Mysore, with his letter No. 4399—310, dated the 25th October 1909.

No. 8857—EDN. 136-09-6, DATED BANGALORE, 4TH APRIL 1910.

ORDER THEREON.—In this report, Mr. Bhabha who has retired from his position as Head of the Educational Department, has given an interesting retrospect of Education in the State. An Order of Government issued at the time of his retirement placed on record an appreciation of his services, and His Highness the Maharaja was also pleased to confer on Mr. Bhabha, at the Dasara of 1909, the title of Munir-ul-talim and to present him with suitable khillats.

2. Both in point of number and strength of educational institutions, education made notable progress during the year 1908-09. The number of institutions, both public and private, increased from 4,146 to 4,310 and their strength from 123,106 to 139,008. The percentage of boys under instruction to the male population of school-going age increased from 25·2 to 28·4 and that of girls to the female population of school-going age from 4·72 to 5·3. As observed by the Inspector-General, the figures show that Mysore holds a place in the front rank among the provinces of India in point of numbers of institutions and pupils.

3. The important administrative measures adopted during the year for the improvement of education are specified in para 3 of the report. Of these, the making of elementary education free in all the Government schools, the raising of the minimum pay of schoolmasters to Rs. 10 and the introduction of a scheme for Religious and Moral Instruction into schools deserve special mention. The observations of the Inspector-General in para 120 of the report on the subject of Moral and Religious Instruction are interesting and deserve attention. The system is yet in its initial stage, and indicates an important departure from the policy hitherto pursued in the Government Educational institutions, though it was more or less in vogue in all indigenous institutions. There is no doubt that in course of time the details of the scheme as to the character of the teaching to be imparted and the time and place it should occupy in the general curriculum of each school will be suitably altered and modified in the light of experience.

4. The scheme sanctioned for the introduction of Kindergarten and Manual Instruction in previous years was greatly developed during 1908-09. Nine Sloyd centres were opened for the purpose of giving manual training to pupils of the High and Anglo-Vernacular Schools. Many teachers were also trained in paper-folding and cardboard work. Miss Hart worked as Kindergarten specialist in the Maharani's College till the end of October 1908. A large number of teachers was trained in those methods.

5. The Second Educational Exhibition was held at Mysore during the Dasara of 1908. About 1,000 teachers visited the Exhibition. A most useful and instructive collection of educational exhibits prepared in select elementary and higher elementary schools in England and very kindly presented to the Educational Department by the Board of Education in England, formed the nucleus of the Exhibition and proved of much interest. The Government have since ordered the establishment of a permanent educational museum at Bangalore, in which these and other exhibits will be placed. The arrangement for the periodical medical inspection of pupils in Government and grant-in-aid schools, is also another interesting departure during this year, and Government will be glad to have a report as to the extent to which this work is being carried out and the practical benefit which is being secured.

6. The expenditure on public instruction in Mysore increased from Rs. 14,64,914 to Rs. 16,17,320. Of this amount Rs. 9,42,640 or 58·2 per cent was met from State revenues. The State expenditure on education during the year was 5·2 per cent of the ordinary State revenues (*i.e.*, revenues minus the receipts from the Kolar Gold Fields and the commercial concerns, such as the Railways and the Cauvery Power Scheme) and 4·4 per cent of the total actual revenues.

7. Collegiate education continued to be efficient during the year. The number of Arts Colleges remained the same as in the previous year, namely 3. Of these, two were First Grade Colleges for boys and one a Second Grade College for girls. The results of the B. A. Degree and First-in-Arts Examinations of the two First Grade Colleges were generally satisfactory. For the present, provision has been made for the teaching of Mathematics, Physical Science, Chemical Science, and Natural Science (Geology and Botany) in the Central College, Bangalore, and of two languages (Sanskrit and Kannada) and History in the Maharaja's College, Mysore. The question of introducing the other Science subjects especially Logic, Psychology and Ethics will be taken up when funds become available.

8. The number of secondary schools for boys in the State decreased from 255 to 220 but the number of boys in the secondary stage increased from 12,270 to 13,634. The results of the Matriculation Examination of the Government High Schools at Chitaldrug, Chikballapur, Hassan and Channapatna and of two aided High Schools, *viz.*, the London Mission High School, Bangalore, and the Marimallappa's High School, Mysore, were not satisfactory. In para 41 of the report the Inspector-General has enumerated the causes of the large number of failures in the Matriculation Examination. It is hoped that the Education Department and the managers of the Aided High Schools will note the defects and take steps for their remedy. The numbers of pupils in the High School classes of the Channapatna and Chikballapur High Schools were only 26 and 55 respectively, and the Inspector-General doubts the expediency of maintaining them at such disproportionate cost.

9. Government are glad to note that primary education showed much improvement during the year. The number of public primary schools for boys increased from 1,777 to 1,801 and their strength from 56,851 to 63,898. The schools are reported to have increased in efficiency by the raising of the minimum pay of schoolmasters to Rs. 10 and the increase in their strength is attributed mainly to the abolition of fees for elementary education. The number of private elementary schools also increased from 1,780 to 1,937 and their strength from 21,492 to 25,583. The total number of boys in the primary stage of instruction was 102,811 or 24·9 per cent of the school-going population. In para 62, the Inspector-General urges the necessity for liberal provision for buildings for village schools. Government recognise this need and are sanctioning every year grants for village school buildings as liberally as funds permit. A sum of Rs. 36,110 was sanctioned in 1908-09 and Rs. 50,000 during the current year.

10. The account given of female education is encouraging on the whole. The number of schools for girls increased from 259 to 272 and the number of girls in all the institutions of the State increased from 19,099 to 21,438. The Maharani's College, Mysore, the most important institution for girls in the State, worked satisfactorily during the year. One of the lady teachers passed in the English Language Division of the B. A. Examination during the year and took her degree, two passed the Matriculation Examination and one the Sanskrit Branch of the Pandit's Examination. Forty-nine girls also passed the Lower Secondary Examination from all the schools of the State. These results are encouraging as far as they go, but Government would gladly see a larger number of girls in the higher departments of the schools, especially of the Maharani's College.

The expenditure on female education increased from Rs. 1,97,995 to Rs. 2,20,850.

11. Mahomedan education also showed improvement during the year. The number of Mahomedan pupils increased from 15,481 to 17,987. The percentages of Mahomedan boys and girls to the total Mahomedan male and female population of school-going age were 65·2 and 22·1 respectively. Though thus the proportion of school-going children is high and quite encouraging, it is to be regretted that Mussalman pupils generally fall off at the primary stage. It is difficult to get a sufficient number of teachers who have passed even the Lower Secondary Examination; and notwithstanding the general reduction of fees, and the institution of a large number of scholarships, only a few of them succeed in getting to the higher classes and qualifying themselves by passing University Examinations.

Local Fund and Sanitary (Education), dated 4th April 1910.

12. The number of Normal Schools for boys remained the same as in the previous year, *viz.*, 3. Of these, the school at Mysore, which trains teachers for both the Upper and Lower Secondary Teachers' Certificate Examinations, did good work during the year. The work in the other two schools, *viz*, those at Kolar and Shimoga, which train teachers only for the primary grade, was not so satisfactory.

13. The number of Industrial Schools increased from 19 to 20 and their strength from 888 to 1,198. The expenditure on industrial education was Rs. 87,105.

14. The inspection work during the year was satisfactory. The number of schools that remained uninspected was only 44. Government note with pleasure that most of the village school committees gave valuable help in promoting the interests of their schools.

15. Government are glad to note that the report is a record of solid good work done during the year, and reflects great credit on the Inspector-General of Education and the other officers of the Department.

C. S. BALASUNDARAM IYER,
Offg. Secy. to Govt., Gen. & Rev. Depts.

To—The Inspector-General of Education in Mysore.

Exd.—C. V.

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OFFICE OF THE INSPECTOR-GENERAL OF EDUCATION IN MYSORE.
Bangalore, 25th October 1909.

FROM

H. J. BHABHA, ESQ., M.A.,
Inspector-General of Education in Mysore.

TO

K. S. CHANDRASEKHARA AIYAR, ESQ., B.A., B.L.,
Secretary to the Government of H. H. the Maharaja of Mysore, General and Revenue Departments.

SIR,

I have the honour to submit the following Report on Public Instruction in Mysore for the official year ended 30th June 1909.

2. On the eve of my retirement I may be permitted to take a retrospective view of the progress of the Department since April 1890, when I was appointed Education Secretary, and to make a few suggestions.

Number of institutions and pupils.—The number of public institutions has increased from 1,441 in 1890 to 2,367 in 1909 or by 64 per cent and their attendance from 66,501 to 113,251 or by 70·3 per cent. Private or indigenous institutions have increased from 1,248 to 1,943 or by 56 per cent and their strength from 16,196 to 25,757 or by nearly 58 per cent. The increase in the total number of public and private institutions has been from 2,689 to 4,310 and the increase in their strength from 82,697 to 139,008. The number of boys under instruction rose from 76,640 to 117,570 and that of girls from 8,057 to 21,438. The percentages of male and female populations of school-going-age have risen from 21·88 and 2·34 to 28·48 and 5·29 respectively. Mysore holds a place in the front rank among the Provinces of India in point of numbers of both institutions and pupils.

Expenditure.—From 1st April 1890 to 30th June 1909, the expenditure on education has increased from Rs. 5,21,928 to Rs. 16,17,320. The expenditure from State Revenue rose from Rs. 2,49,062 to Rs. 8,94,052, local rates or cesses from Rs. 1,33,296 to Rs. 3,57,423, Municipal Funds from Rs. 6,998 to Rs. 27,163, fees from Rs. 57,985 to Rs. 1,42,951 and all other sources from Rs. 74,587 to Rs. 1,95,731.

Colleges.—Since 1890, the Maharaja's College has been raised to the first grade from 1894, and the Maharani's School has been raised to a College of the second grade from 1902, and the second grade College at Shimoga has been abolished. Both the first grade Colleges have by the liberal support of His Highness' Government reached a high state of efficiency, and enable Mysorean students to compete for places in the Mysore Civil Service and for the Damodardas Technical scholarships with the best students of Madras. Oriental Colleges have increased from two to five, the Melkote Sanskrit Pathasala having been raised to the grade of a College, a College Department of Pandits' and Moulvis' classes having been formed in the Mysore Normal School, and a class for the Pandits' Examination having been opened in the Maharani's College. The number of students in the Oriental Colleges has risen from 67 to 159.

High Schools for boys.—The High Schools for boys have increased from 11 to 14 and their strength from 2,635 to 3,572. The staffs of the High Schools have been re-organised and improved for the last fifteen years by the appointment of four specialists as teachers of each High School department, besides munshis and certificated gymnastic instructors. Drill and sports have been encouraged and the school libraries have been improved. Hostels have been established in connection with every district High School.

Middle English or Anglo-Vernacular Schools for boys.—There were 33 Middle English Schools with 2,156 pupils on the 31st March 1890 and 8 Primary English Schools with 369 pupils. Of the 41 schools, 26 were "Municipal English Schools," which were maintained and managed by Municipalities. These schools, which were badly equipped and badly taught, existed by the side of Government Vernacular Schools in the same towns. There was great waste of energy and resources, as, with the exception of English, the same subjects were taught in both the neighbouring schools. In 1894, therefore, the Municipal English Schools were abolished, and the Government Kannada Schools which existed by their side were converted into Anglo-Vernacular Schools, the Municipalities being required to pay towards their cost an amount equal to the net expenditure on the separate English Schools. The change has greatly conduced to the improvement of Lower Secondary education in English. The number of Anglo-Vernacular Schools has risen from 41 in 1890 to 120 in 1909, of which 83 are Government Schools.

In 1892, long before the Government of India issued their Resolution on Indian Educational Policy of 1904, which decided that "English should have no place in the scheme of Primary Education," the vexed question of the most suitable time for the commencement of English study was settled in Mysore by permitting the study of English to commence only after passing the third vernacular standard. Before 1892 English was taught in many schools from the first class upwards. The change was not received with favour by most parents, and as a concession to their wishes it was decided in November 1893 to permit boys to learn English after passing the second vernacular standard. The question was brought up again before the Education Conference of 1904, and a proposition that the teaching of English might be permitted after a boy passed the first vernacular class was lost after a lengthy discussion of the subject.

Until recently English was an optional subject from the third class upwards of Anglo-Vernacular Schools. From last year it was made compulsory for all pupils of Anglo-Vernacular Schools after passing the II Vernacular Standard. This change is likely to give a great impetus to English education in the State.

By the conversion of a large number of Vernacular Middle Schools for boys into Anglo-Vernacular Schools the number of Vernacular Schools has decreased from 172 in 1890 to 86 on 30th June 1909.

Primary education.—From 1st April 1890 to 30th June 1909 the number of all public Primary Schools for both boys and girls increased from 1,198 to 2,016 or by 68 per cent and the number of pupils from 43,261 to 74,077 or by 71 per cent. Including all other pupils receiving primary instruction in public Middle Schools and in indigenous schools, the total number of children receiving elementary education of some kind has risen from 79,070 in 1890 to 1,25,075 in 1909. An important step for the extension of elementary education through the agency of indigenous schools was taken in 1894-95, when a scheme for registering and aiding these schools on condition of teaching three easy standards of a curriculum specially prescribed for them, and a similar scheme for opening village night schools in connection with the day schools were sanctioned.

Schools for Panchamas, Lambanis and other depressed classes were first established in 1901-02. They have been increasing in number every year.

The Hobli Schools of the State were originally free schools. In January 1904, however, low fees were introduced for the first time into the Upper Primary and Middle classes of village schools. But by the recent orders of Government all fees of village schools and the fees of the Primary classes of all other schools have been abolished. Primary education everywhere is now free.

A monthly school journal called Vidyadayini is supplied to all Vernacular Schools, which contains articles on methods of teaching, object lessons and other school subjects as well as general information on educational matters.

The pay and prospects of teachers of Middle and Primary Schools.—The lowest pay of village teachers was Rs. 5 in 1890 and they were ranked among "Inferior servants" who were not entitled to a pension but only to a gratuity at the end of their term of service. In 1892 they were declared to be "Superior servants" eligible for pension, and in 1899-1900 the minimum pay was raised to Rs. 7. From July 1908, during the Dewanship of Mr. V. P. Madhava Rao, C.I.E., the minimum pay has been raised to Rs. 10. A graduated scale of pay, however, to encourage deserving vernacular teachers rising from Rs. 10 to Rs. 25 is necessary. Similarly for the English teachers of Anglo-Vernacular Schools the minimum pay should be Rs. 15, none but Matriculates being employed to teach English in the lowest three classes and F.A.'s to teach the IV and V classes. The pay of Headmasters of Anglo-Vernacular Schools should be graded from Rs. 30 to Rs. 50 a month. The present pay of English teachers of Anglo-Vernacular Schools requires revision at an early date.

Female education.—In 1890 there were in all 17 Lower Secondary, 55 Primary and one Training School for girls. The total number of public institutions has risen to 272, of which one is a College, 53 are Lower Secondary Schools, two are Training Schools and one is an Industrial School. The number of girls under instruction in all schools rose from 8,057 to 21,438 and the percentage of girls of school-age from 2·34 to 5·29. The Maharani's College which had been an aided school was made a Government institution in 1891. Three girls passed the Matriculation Examination for the first time in 1896. The institution was raised to the status of a College in 1901. Altogether the successes in the University Examinations were ten at the Matriculation Examination, six at the F. A. Examination and three at the B. A. Degree Examination. From all the girls' schools in the State, 421 have passed the Lower Secondary Examination in Vernacular and 118 in English. The education of widows has been encouraged by scholarships from the Devaraja Bahadur and Government Funds, with a view to their employment as teachers. Female teachers have been employed as far as possible in girls' schools on liberal pay.

The education of Mahomedans.—In 1890 there were 105 Hindustani Schools for boys and three for girls. At present there are 223 schools for boys and 79 for girls. The number of Mahomedan boys under instruction in all schools has increased from 7,544 to 13,762, and that of girls from 362 to 4,225. The percentages of boys and girls under instruction were on 30th June 1909, 65·2 and 22·1, which show that the wants of the community are liberally provided for. Progress, however, beyond the elementary or lower secondary stage has been very slow and it is difficult to get a Matriculated Mahomedan even on Rs. 20 or 25 a month. There are at present six Anglo-Hindustani Schools in the State. It is not possible to find English teachers even if more are opened. Government have reduced the school fees for Mahomedans to half the usual rates, and are giving about thirty scholarships to Mahomedans reading in the High School Forms. For the last few years Mahomedan girls have been passing the Lower Secondary Examination. Some special encouragement is, however, necessary for girls reading in the Middle Standards. Classes for the training of Moulvis have been established in the Normal School for the study of Urdu, Persian and Arabic literature. Arabic has been introduced into the course of the Upper Secondary Examination. For several years past Government have been pleased to award eight scholarships to Mahomedan youth of good families tenable in the Aligarh College.

Industrial and technical education.—In 1892 there were two aided Industrial Schools with 44 pupils learning carpentry, blacksmiths' work and rattan work. The Mysore Industrial School, which was the first Government institution, was established in 1892 on a modest scale to teach carpentry, masonry, blacksmiths' work, drawing and modelling. The school has developed into a large and flourishing institution and provides instruction for hundreds of artisans' sons in various industries, and prepares pupils for the Madras Technical Examinations. An outline of a scheme for the extension and improvement of industrial education was sanctioned in 1903, and provided for (1) the establishment in select places of Weaving

schools, (2) Industrial Schools for the purposes of reviving decayed local industries or introducing new industries, (3) a school for the training of village teachers in improved methods of Sericulture, (4) an Engineering School for the training of Sub-Overseers and Draftsmen and (5) for the institution of scholarships tenable in technical institutions of British India. What progress was made on these lines has been reported annually. The expansion of the scheme has been limited for want of funds. There are at present 20 Industrial Schools with 1,198 pupils and an Engineering School with 39 pupils. An account of the work of these schools will be found in the reports.

Technical and scentific education has been encouraged by the award of Medical, Engineering, Agricultural and Normal scholarships every year. Higher scientific and technical studies have been encouraged for the last three years by the award of liberal scholarships of about £200 a year from the Damodardas Charity Fund to the most highly qualified graduates of Mysore and British India to enable them to study in the Universities and Institutions of Europe. Eight of these scholarships have already been awarded. One was diverted to the study of History and Economics at Cambridge for the Tripos, one was given for Medical studies, two for Mining and Metallurgy, two for Electrical Engineering, one for Agricultural Chemistry and one for Agriculture.

Grading of College Professors and High School Masters.—Professors, lecturers and assistant masters of Colleges and Head and assistant masters of High Schools were first graded in 1884, with a view to give adequate encouragement to the teaching staff of the department. The pay and grades were revised from time to time in 1889, 1894, 1899 and 1902. They compare very favourably with the pay and prospects of similar officers in British India. A revision has again become necessary. The increase in the number of High Schools and especially of sections of Forms in them and the rapid increase in the supply of graduate teachers who for want of better opportunities accept teacherships on low pay have contributed to fill class D I with graduate teachers who have become discontented with the slow promotion given by biennial increments. Promotion in class C IV is also slow. I would suggest that the increments in classes D I and C IV may be made annual and the rate of annual increment in class D I be Rs. 5.

The classes of European Professors recruited in England are as liberally paid as in British India. Indian Professors have also been more liberally treated in Mysore than in British India.

The Inspectorate.—In 1890 there were four Circles each of two districts under a Deputy Inspector, the schools of Bangalore being placed under a separate Deputy. Under the Deputy Inspectors there were 11 Sub-Deputy Inspectors of inferior qualifications on low pay, of whom one was a Mahomedan for the inspection of all the Hindustani Schools in the State. At present the inspectorate consists of two Circle Inspectors each in charge of four districts, eight District Deputy Inspectors, a Deputy Inspector of Hindustani Schools, ten Assistant Deputy Inspectors for Kannada Schools, two for Hindustani Schools, and one for Sanskrit Schools. The improvement in the inspectorate was effected gradually, the class of Sub-Deputy Inspectors who had failed to give satisfaction being abolished in 1891, and eight District Deputy Inspectors with three Assistant Deputies being appointed at the same time. The grades of the inspecting staff were revised in 1902, and their pay and classes assimilated to those of the teaching staff. The final revision took place in July 1905. The present organisation of the inspectorate has conduced to better control and supevision over all the schools, and greatly improved the condition of education. Special examinations for admission to the grades of Deputy and Assistant Deputy Inspectors would be useful to improve the technical qualifications of inspecting officers. At the same time preference may be given to those who have taken the L. T. Degrees.

Codes.—The Mysore Educational Rules were compiled from the Standing Orders and Circulars of the Department issued since 1890 and were sanctioned by Government in November 1907. Similarly the Inspection Code which was compiled from previous Orders and Circulars as well as the Rules sanctioned by Government was sanctioned and published in 1907. The Grant-in-aid Rules of 1873 are still in force with the addition of rules relating to aided indigenous schools and night schools, and old established but unwritten rules regarding fixed monthly, building,

furniture and apparatus grants. An up-to-date Grant-in-aid Code is an urgent need of the Department.

Local Examinations.—The system of Local Examinations in Mysore is too important to be omitted in the retrospect. Before 1890 there were two examinations called Pupils' and Teachers' Examinations. A Lower Secondary Examination was organised and first held in Decemer 1891 to test the results of Anglo-Vernacular and Vernacular Schools in the State. This examination is open to the objections that can be urged to centralised public examinations for pupils of young age. It would undoubtedly be better to hold the examination in the school where the pupil is educated if it were possible. With a view to lessen the hardship and excitement of the examination to young pupils, the number of centres has been increased to 33 and may be increased to a still larger number in future. The Middle School Examinations of other parts of India were held in the English language even in non-language subjects, and did a lot of harm by encouraging unhealthy cram in a foreign language and compelling little children to compose in it before they were able to do so. The Mysore Lower Secondary Examination has always been held in the vernacular except in the English language or when the vernacular of the candidate is English. This rule which had to be enforced against an immense amount of popular prejudice in favour of English has made the examination free from harmful effects on the education of the young. The examination is extremely popular and has given great stimulus to lower secondary education in both Kannada and English. Besides this examination, the Department has organised an Upper Secondary Examination in vernacular of almost the same standard as the Matriculation Examination, but including a knowledge of hygiene, theoretical and practical agriculture and other subjects useful to teachers, Teachers' Certificate Examinations of the Lower and Upper Secondary Grades, a Kannada Pandits' Examination which tests the knowledge of both Kannada and Sanskrit literature, and a Moulvis' Examination organised on the model of the Punjab University Examinations, which tests the knowledge of Urdu, Persian aud Arabic. There are also special examinations in practical agriculture and sewing. All the Local Examinations are extremely popular and doing a great deal of good for the education of the masses.

Curricula.—The curricula of Primary and Middle Schools have been revised more than once and brought up to date. The recent introduction of Kindergarten methods of instruction requires a further revision of the primary curriculum at an early date.

Normal instruction.—In the absence of Normal Schools it was necessary to open vacation classes in 1893 at the head-quarters of all districts to teach hygiene, agriculture and drill to 469 teachers of Vernacular Schools. The Mysore Normal School was established in 1894 to impart general education to teachers as well as to prepare them for the Teachers' Certificate Examinations of the Primary and Lower Secondary grades. In 1896-97 two District Normal Schools were opened at Kolar and Shimoga to prepare teachers for the Lower Secondary Examination and for the Teachers' Certificate Examination of the Primary Grade. Of the 3,419 teachers of Primary and Middle Schools on 30th June 1909, 81 per cent have passed an educational with or without a normal test. During the last two years special classes have been held in Mysore in which large numbers of teachers have received instruction in Kidergarten subjects. The Lower Secondary course of the Mysore Normal School has been confined to normal training, and a proposal is before Government to convert the two District Normal Schools into purely training institutions. The opening of a secondary department for the training of English teachers in connection with the Mysore Normal School requires early attention.

The formation of an *Educational Museum* on a large scale chiefly consisting of a most valuable and instructive collection of exhibits presented by the Board of Education of England has been sanctioned. Two Educational Exhibitions have already been held in Mysore during the last three years, and may in future be held annually in connection with the Museum in Bangalore.

Improvement of Kannada literature.—From the provision for the encouragement of authors a large number of useful books written in modern style for schools and general reading have been patronised. Periodicals containing similar literature are also subsidised. The 'Granthamale' publishes translations and modern works in Kannada. The 'Kavyakalanidhi' reproduces old literary works from hitherto unpublished manuscripts.

CHAPTER I.—General Statistics.

3. *Noteworthy events of the year.*—The following events of the year are worthy of special mention:—

(1) School fees were abolished during the year, firstly in the IV and V Classes of all Village Elementary Schools, secondly, in the Upper and Lower Primary classes of all Taluk Vernacular Schools, and lastly in all Anglo-Vernacular Schools from the second class downwards, with effect from 1st September 1908. The result of this measure has been to make primary education, which had been free in the village schools alone, free in all the schools of the State.

(2) The study of English was made compulsory in all Anglo-Vernacular Schools from the third class upwards. This measure is likely to give a great impulse to English education in the State.

(3) The minimum limit of pay of all schoolmasters which had been raised from Rs. 7 to Rs. 8 in the previous year, was increased once for all to Rs. 10, with effect from 1st July 1908. This beneficial measure has greatly improved the prospects of schoolmasters and helped to increase the efficiency of primary schools.

(4) The introduction of religious and moral instruction into the schools of the State was sanctioned with effect from 1st November 1908. A conference of departmental officers and other experts was held in December 1908 to frame curricula of religious and moral teaching for Hindu pupils, and the new curricula were brought into force from January 1909. For pupils of the Infant I and II classes a number of wall pictures of Puranic incidents have been purchased, and stories have been written in explanation of them. A revised edition of Mr. M. S. Puttanna's Nitichintamani, written in very simple language, is ready for the press. A collection of suitable religious prayers and devotional songs for use in schools has been prepared and is ready to be sent to the press. From Anglo-Vernacular class II or Vernacular class IV to Form VI a scheme of religious instruction based on the Sanatana Dharma Series has been prescribed. A scheme of religious and moral instruction for Mahomedan pupils of a purely non-sectarian character was prepared by a special Committee of Mahomedan gentlemen and was also brought into force from January. For giving moral instruction in High and Anglo-Vernacular Schools a number of books have been recommended. The department has made a beginning in the organisation of religious and moral instruction and its further progress will have to be guided with care. It will be necessary shortly to teach the pupils of Normal Schools methods of giving direct moral instruction and moral training.

(5) Additions to the staffs, and additional accommodation and equipment required for the Intermediate classes of the two first grade Colleges in accordance with the New University Regulations were sanctioned. Groups I and II of subjects for the Intermediate Examination are taught in the Central College, Groups III and IV in the Maharaja's College and Group III in the Maharani's College, Mysore. Details of the arrangements carried out will be found in the chapter on University and College Education.

(6) The High School department of the Central College was separated from the College department and was formed with the addition of more classes into a large and fully organized High School called the Bangalore High School, which is held at present in the building of the Bangalore Anglo-Vernacular School. A new building has been sanctioned for the Bangalore High School, which will be constructed in a central position in the vicinity of the Central College.

(7) I was deputed in January last to study the working of the system of compulsory primary education in Baroda. I have submitted a full report on compulsory education in Baroda State as it existed at the time of my visit, together with proposals for the introduction of compulsory education in the first instance into the cities of Bangalore and Mysore.

(8) An Educational Exhibition was held for the second time during the Dasara Holidays of 1908 in the Jubilee Institute at Mysore. A most interesting and valuable collection of specially prepared exhibits of the best Elementary and Higher Elementary Schools of England was very kindly presented to the Mysore Education Department by the Board of Education of England. I have not known

such a large and varied collection in any part of India. Exhibits from the schools of the State were also collected which showed the remarkable progress made by them in the Kindergarten work of primary classes within the short space of a year or two. It is proposed to form a permanent Educational Museum in Bangalore of the collection presented by the Board of Education of England and to keep it open all the year for the benefit of schoolmasters.

(9) Nine sloyd centres for pupils of High and Anglo-Vernacular schools in Bangalore, Mysore, Kolar, Tumkur, Chitaldrug, Shimoga, Chikmagalur, Hassan and Channapatna were opened in the early part of the year, and were placed in charge of two Supervisors of Sloyd and sixteen teachers of Government Schools who had undergone special training under Mr. Gustaf Larsson of the Sloyd Training School of Boston. The nine sloyd centres were formed into two circles for inspection and control and placed under the two Supervisors of Sloyd. All the sloyd centres except those of Shimoga and Chikmagalur came into full working order at the end of September 1908, and those at Shimoga and Chikmagalur commenced work in January 1909 on account of the late arrival of tools ordered from foreign countries. The nine centres together have been fitted up with 180 sloyd benches and provide for the instruction of 1,260 boys on the whole. The pupils have taken to sloyd with great enthusiasm and the models and drawings prepared by them have been pronounced to be very neat and in some cases excellent. During the latter part of the year materials for paper sloyd or cardboard construction were ordered, and twelve centres for paper sloyd were started under trained teachers. The work done at all centres was highly satisfactory.

(10) Miss Hart, an American specialist in kindergarten instruction, worked in the Maharani's College from June to October, when she resigned. Special Normal classes for cardboard work and paper-folding were held at nine centres during the last summer vacation under eighteen trained teachers. Altogether about 260 teachers of different grades of schools, English and Vernacular, were trained and certificates were awarded to all those that underwent the training successfully.

(11) At the suggestion and with the hearty co-operation of the Senior Sugeon and Sanitary Commissioner, arrangements have been made for the periodical medical examination of school children and for the regular attendance of unhealthy pupils at the local hospitals.

(12) Sanction was obtained for a special provision of Rs. 1,500 for the replacement of male teachers in Government girl's Schools by competent female teachers.

4. *Number of schools and scholars.*—It is satisfactory to note that there was a considerable rise in the number and strength of schools during the year under report. The number of public institutions increased by only one from 2,366 to 2,367, but the attendance in them increased from 1,01,614 to 1,13,251 or by 11,637. The fact that so many as 42 institutions, chiefly unaided, ceased to exist and 43 Government schools were newly opened during the course of the year, accounts for the small increase in the total number of public institutions. The average monthly attendance increased from 98,124 to 1,06,878. At the same time the number of private institutions increased from 1,780 to 1,943 or by 163 and their attendance from 21,492 to 25,757 or by 4,265. The total number of public and private institutions during the year was 4,310 with an attendance of 139,008 pupils against 1,23,106 pupils in the previous year. The increase in attendance in both kinds of schools together was 15,902. Of the total number on the rolls in all institutions both public and private, 117,570 were boys and 21,438 were girls. These statistics of schools and scholars are a record of the most rapid progress ever made in any one year in the history of education in Mysore. The increase in atttendance has chiefly occurred in Anglo-Vernacular Middle Schools for boys and in Primary Schools for boys and girls, and is due to three main causes: firstly, to the diminution of the severity of plague, secondly to the increase in the number of departmental institutions, and thirdly and chiefly to the statesmanlike measures adopted during the year by His Highness' Government for the abolition of fees in the Middle School classes of all Village Elementary Schools and in the Primary classes of all Anglo-Vernacular and Vernacular schools of the Department. The attendance of Primary schools increased by 8,000 and that of Anglo-Vernacular Schools for boys by 4,000. The increase of attendance in all Hindustani Schools was about 2,000.

The number of schools closed on account of plague or other epidemic disease during the year was small, only 63 schools having been closed in 1908-09 for periods varying from a fortnight to six months, against 275 schools closed in 1907-08. Exclusive of Hindustani schools seven schools were closed in the Bangalore District, one in Kolar, eight in Tumkur, two in Kadur, six in Shimoga and twenty-three in Mysore. The number of Hindustani Schools closed altogether was sixteen.

5. *Percentage of scholars to population of school-age.*—The percentage of boys at school to male population of school-age rose from 25·2 to 28·4 and that of girls at school to the female population of school-age from 4·72 to 5·3, the percentage of both boys and girls under instruction to the total population of school-age being 17·0 against 15·06 in the previous year. The rise in percentages is encouraging. The percentages of boys and girls at school to the male and female population of school-age respectively in 1907-08 were 31·3 and 5·9 in Madras, 32·4 and 6.0 in Bombay, 29·8 and 3·5 in Bengal, 23·0 and 2·2 in the Central Provinces and Berar, 16·44 and 1·38 in the United Provinces and 10·62 and 2·56 in Punjab.

6. *Comparative table of schools and scholars in 1907-08 and 1908-09.*—The following table compares in detail the number of schools and scholars in 1907-08 and 1908-09:—

Institutions	Number of institutions		Number of pupils		Difference
	1907-08	1908-09	1907-08	1908-09	
PUBLIC INSTITUTIONS.					
University Education.					
Colleges, English, for men ...	2	2	416	433	17
Do for women ...	1	1	1	1	...
Colleges, Oriental	4	4	152	159	7
School Education, General.					
Secondary Schools—					
High Schools, English, for boys ...	14	14	3,532	3,572	40
Middle Schools, English, for boys ...	118	120	14,283	18,195	3,912
Middle Schools, Vernacular, for boys	123	86	9,937	8,786	—1,151
High Schools, English, for girls ...	2	2	28	26	—2
Middle Schools, English, for girls ...	7	7	798	687	—111
Middle Schools, Vernacular, for girls	40	44	3,901	4,458	557
Primary Schools—					
For boys	1,777	1,801	56,851	63,898	7,047
For girls	206	215	9,273	10,179	906
School Education, Special.					
Training Schools for masters ...	3	3	187	212	25
Do for mistresses ...	2	2	13	26	13
Industrial Schools for males ...	18	19	800	1,081	281
Do for females ...	1	1	88	117	29
Sanskrit Schools	43	41	1,244	1,278	34
Commercial Schools	2	2	54	75	21
Schools for deaf, dumb and blind boys...	2	2	24	26	2
Engineering School	1	1	32	42	10
Total ...	2,366	2,367	1,01,614	1,13,251	11,637
PRIVATE INSTITUTIONS.					
Advanced	3	6	162	174	12
Elementary	1,777	1,937	21,330	25,583	4,253
Total ...	1,780	1,943	21,492	25,757	4,265
Grand Total ...	4,146	4,310	1,23,106	1,39,008	15,902

7. *Average monthly and daily attendance of all public institutions.*—The average monthly number on the rolls of all public institutions increased from 98,124 to 106,878. The average daily attendance was 81,800 or 76·54 per cent of the average monthly number on the rolls against 72,373 or 73·75 per cent in 1907-08.

8. *Proportion of schools and scholars to population and area.*—The distribution of the various grades of public and private institutions by districts is given in Appendix B (1). Mysore had the largest number of public institutions, *viz.*, 480, and Kadur had the smallest number, *viz.*, 102. Mysore had also the largest number of private institutions, *viz.*, 376, while Kolar had the smallest number, *viz.*, 159. The proportion of pupils to total population increased from 1 in 44 to 1 in 39, the highest proportion *viz.*, 1 in 31 being shown by Tumkur and the lowest proportion, *viz.*, 1 in 51, by Kadur. The average number of square miles to a village with one or more public or private institutions for the whole Province was the same as for the previous year, *viz.*, 8, Hassan having one institution for every 5 square miles and Kadur one for every 11 square miles. The percentage of male pupils to male population of school-age was highest in Chitaldrug, being 40·16, and it was lowest in Kadur, being 21·72. In the percentage of female pupils to female population of school-age, Bangalore takes the first place, having 9·06 per cent, Chitaldrug coming last, having only 2·47 per cent. There were 1,698 public institutions and 1,943 private institutions for the 4,609 villages having more than 300 inhabitants, against 1,672 public institutions and 1,780 private institutions in 1907-08. In proportion to the number of villages Mysore had the largest number of village schools both public and private, while Kadur had the smallest number of public village schools, and Kolar the smallest number of private village schools. Statements showing the above statistics in detail are given in Appendix B (2—5).

9. The tables showing the number of boys and girls at each stage of instruction in all public institutions and their classification based upon the wealth and occupation of parents are given in Appendix B (6—7).

The tabular statement showing the number of pupils in public institutions according to the languages learnt is given in Appendix B (8). Altogether 11,615 learnt English, 3,228 Sanskrit, 3,536 other classical languages, 93,994 learnt Kannada and 13,192 Hindustani.

10. *Percentage of scholars at each stage to total number of scholars.*—The percentages of boys and girls at each stage to the total number of pupils in public institutions are given in the subjoined table:—

	High	Middle English	Middle Vernacular	Upper Primary Vernacular	Lower Primary Vernacular
Boys	2·08	9·18	3·96	16·01	68·77
Girls	0·21	1·75	1·93	8·65	87·46

11. *Distribution of scholars of public institutions by caste or creed.*—Of the pupils of public institutions, 87,891 were high-caste Hindus, 16,886 were Mahomedans, 445 were Europeans, 2,457 were Native Christians, 2,467 were of low castes and 3,105 were classed under 'others.' A statement showing the details of distribution is given in Appendix B (9).

12. *Expenditure on public instruction.*—The following table classifies the net direct expenditure on the different grades of institutions as well as all indirect expenditure together with the sources from which these two kinds of expenditure are met. Of the total expenditure on education, 8·35 per cent was spent on Colleges, 9·57 per cent on High Schools for boys, 14·30 per cent on Middle Schools for boys, 19·16 per cent on Primary Schools for boys, 11·77 per cent on girls' schools, and 9·28 per cent on schools for special instruction. While the percentages of expenditure on Collegiate and Secondary education of boys have slightly diminished, that on primary education of boys increased by nearly four per cent. But this increase is more apparent than real on account of the fact that several of the old Taluk Branch Schools which are of the Middle standard have been classified as Primary Schools in accordance with the recent order of Government designating

all Taluk Branch and Hubli Schools, irrespective of their standards of instruction, as Village Elementary Schools. The indirect expenditure was 27·57 per cent of the total expenditure, against 26·18 per cent in the previous year. The cost of Direction and Inspection together was 7·01 per cent of the total cost against 7·44 per cent in 1907-08. While the percentage of the cost of Direction and Inspection to the total expenditure from State Revenues was 12·67 for Mysore, the corresponding percentages in 1907-08 were 20·91 for Madras, 9·3 for Bombay, 17·54 for Bengal, 23·99 for the Central Provinces and Berar, 14·65 for Punjab and 13·54 for the United Provinces. Except the Presidency of Bombay all other British Provinces spent far larger percentages on Direction and Inspection than Mysore.

Institutions	State Funds	Local Funds	Municipal Funds	Fees	All other sources	Total	Percentages
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English Colleges for boys	93,373	...	...	10,291	...	1,03,664	6·41
English Colleges for girls	8,515	...	...	...	...	8,515	0·53
Oriental Colleges	21,760	264	...	...	851	22,875	1·41
High Schools for boys	86,437	...	1,200	52,423	14,715	1,54,775	9·57
Anglo-Vernacular Schools for Boys ...	96,603	8,706	5,629	53,497	13,187	1,77,622	10·98
Vernacular Middle Schools for Boys ...	32,106	...	14,014	3,215	4,338	53,673	3·32
Primary Schools for Boys	35,548	2,50,672	2,266	2,870	18,590	3,09,946	19·16
High Schools for Girls	14,098	...	...	72	479	14,649	0·91
Anglo-Vernacular Schools for Girls ...	16,460	...	480	2,888	15,438	35,266	2·18
Vernacular Middle Schools for Girls ...	46,894	...	550	71	15,773	63,288	3·91
Primary Schools for Girls	47,181	7,354	1,149	2	21,381	77,067	4·77
Schools for special Instruction	47,780	41,394	1,575	3,291	56,001	1,50,041	9·28
Buildings	54,901	21,815	...	...	9,884	86,600	5·35
Furniture and apparatus	18,845	3,834	...	...	...	22,679	1·40
Direction	32,162	...	...	...	...	32,162	1·99
Inspection	81,129	...	...	...	...	81,129	5·02
Scholarships	49,462	17,308	...	...	22,532	89,302	5·52
Miscellaneous	1,10,798	6,076	300	14,331	2,562	1,34,067	8·29
Total for 1908-09 ...	8,94,052	3,57,423	27,163	1,42,951	1,95,731	16,17,320	100·0
Total for 1907-08 ...	8,19,291	2,75,857	26,550	1,51,449	1,91,767	14,64,914	100·0

NOTE.—The expenditure from Local Funds shown above includes a grant from State Funds to Local Funds of Rs. 48,588.

13. *Percentage of expenditure from each source to total cost.*—Of the total expenditure on education during the year 55·28 per cent was met from State Funds, 22·10 per cent from local rates or cesses, 1·68 per cent from Municipal Funds, 8·84 per cent from fees and 12·10 per cent from all other sources. While the expenditure from State and Municipal Funds remained almost the same and that from fees decreased by nearly two per cent, the expenditure from Local Funds increased by nearly four per cent. The expenditure from other sources showed a decrease of one per cent. The diminution of expenditure from fees was due to the abolition of fees for primary education in all Government institutions. While the percentage of expenditure from fees to total cost was only 8·84 in Mysore for 1908-09, it was 35·0 in Madras, 19·2 in Bombay, 36·9 in Bengal, 6·76 in the Central Provinces, 19·9 in Punjab and 19·03 in the United Provinces for the official year 1907-08. The proportion of fee income to total expenditure is thus far below that of other Provinces in British India except the Central Provinces. Similarly the percentage of expenditure from "other sources" in Mysore is not even one-half of that obtained in Madras or Bombay. While it was 25·1 in Madras and 26·7 in Bombay for 1907-08, it was only 12·10 in Mysore for 1908-09.

14. *The share of each class of institutions in the total expenditure.*—Of the total expenditure on education Rs. 8,66,259 was spent on Government institutions,

Rs. 3,997 on Municipal Board Schools, Rs. 2,93,846 on aided institutions, Rs. 7,279 on unaided institutions, Rs. 1,09,279 on buildings and furniture, and Rs. 3,36,660 under the head " General " which includes the cost of Direction, Inspection, Scholarships and Miscellaneous charges such as those of the Central Book Depot, the Oriental Library, the Educational Library and Museum, etc.

15. *Fees.*—The income from fees decreased from Rs. 1,51,449 to 1,42,951 or by Rs. 8,498 on account of the abolition of fees in all Anglo-Vernacular Schools from the second class downwards, in all Taluk Vernacular Schools from the third class downwards, and in the fourth and fifth classes of all village elementary schools, with effect from 1st September 1908. The fee receipts from purely Government institutions fell from 93,932 to 84,356 or by Rs. 9,576. Had it not been for the introduction of compulsory English education into all Anglo-Vernacular Schools from the third class upwards and the consequent rise in the fee income of these schools, the fall in the income from fees of Government institutions would have been considerably greater. Of the total fee income Rs. 80,098 was credited to State Funds, Rs. 17,237 to the Village School Fund, Rs. 1,352 to Local Funds General, Rs. 422 to Municipal Funds and Rs. 43,842 to private funds. Out of the amount credited to the Village School Fund Rs. 14,331 was recovered from fees for admission to the Mysore Local Examinations, the cost of which is borne by the Village School Fund.

16. *Average cost of education per head of population.*—The average cost of education per head of population increased from annas four and pies five to annas four and pies nine, and the cost to State Funds per head from annas two and pies five to annas two and pies seven. The corresponding percentages for Madras were four annas and six pies, and two annas respectively.

17. *Percentage of fees to total cost in boys' institutions.*—In English Colleges the average annual fee per pupil was Rs. 24-13-9, the average cost per pupil was Rs. 250-6-4 and the percentage of fees to total cost was 9·93. The percentage of fees to total cost was 28·73 in Government High Schools, 44·30 in Aided High Schools, 28·62 and 4·43 respectively in Government Anglo-Vernacular and Vernacular Middle Schools, 20·75 and 4·47 in Board Anglo-Vernacular and Vernacular Middle Schools, and 37·92 and 12·76 in Aided Anglo-Vernacular and Vernacular Middle Schools, 0·38 in Government Primary Schools and 4·73 in Aided Primary Schools. A tabular statement showing the percentages in all grades of institutions is given in Appendix B (10).

18. *Monthly grants-in-aid.*—The amount of grants-in-aid paid from State Funds during the year was Rs. 98,323, from the Village School Fund Rs. 4,408, from the Local Funds General Rs. 17,724, and from Municipal Funds Rs. 9,574. From the State Funds Rs. 13,320 was allotted to High Schools, Rs. 27,197 to Anglo-Vernacular and Vernacular Schools for boys, Rs. 22,935 to Anglo-Vernacular and Vernacular Schools for girls, Rs. 17,100 to Sanskrit Colleges and Schools, Rs. 8,439 to Industrial and other special institutions, Rs. 7,561 to Students' Hostels, and Rs. 1,771 to scholarships in aided institutions for boys and girls. A statement of grants-in-aid paid from different sources to the several grades of institutions is given in Appendix B (11).

19. *Building and other lump-sum grants.*—The grants allotted from State Funds on account of building and other lump-sum charges amounted to Rs. 8,000, of which Rs. 7,950 was paid for buildig works and Rs. 12-12-0 for furniture.

20. *Expenditure on school buildings.*—During the year under report a sum of Rs. 34,635-4-9 was spent on the buildings of taluk and village schools, Rs. 12,820-9-3 being paid from the State Funds on account of taluk school buildings and Rs. 21,814-11-6 being paid from the Village School Fund for village school houses.

The new buildings of the Anglo-Vernacular Schools at Malur, Tiptur, and Kunigal were completed during the year under report. The work of constructing new buildings for the accommodation of the Anglo-Vernacular Schools at Chintamani and Turuvekere was taken in hand. The new building of the Government Hindustani Boys' School at Shikarpur approached completion. The building of the Anglo-Vernacular School at Belur was extended. The Arkalgud Anglo-Vernacular School was improved. The work of repairing the Taluk Kannada Boys' School at Mandya was completed. The village school buildings at Sakrepatna and Lakvalli were completed during the year. In the Bangalore District two new village school

buildings at Vadigenahalli and Chikbanavar were taken in hand. In the Kolar District three new village school houses at Manchenabele, Bhaktarahalli and Masti were commenced. In the Tumkur District eleven new village school houses were started. In the Chitaldrug District six new buildings for village schools were commenced. In each of the Mysore and Kadur Districts one village school building was commenced. In the Shimoga District three buildings for village schools were commenced.

Public Works Department expenditure on educational buildings.—The Public Works Department spent Rs. 34,130 from its own budget on educational buildings. The following are the chief items of expenditure. A sum of Rs. 2,738 was spent on extending the Central College building. Additional rooms were constructed on the upper floor of each of the wings of the Maharaja's College, Mysore, in order to provide for the increased accommodation rendered necessary under the new Regulations of the Madras University, and a sum of Rs. 18,857 was spent during the year out of the estimated cost of Rs. 19,472. The building of the drawing and modelling classes of the Mysore Normal School was completed at a total cost of Rs. 4,166.

CHAPTER II.—Controlling Agencies.

21. *The Inspector-General.*—The difficulties under which I worked during the previous year continued during the year under report. The work in the office of the Inspector-General has been very heavy. Upon my representations Government very kindly appointed Mr. C. R. Reddy, B.A. (Cantab.), as my personal Assistant from 23rd November 1908, but he was new to office work and was not able to give me much relief till about the end of the official year.

During the year I inspected the Wesleyan Mission and London Mission High Schools in Bangalore, the Wesleyan Mission High School and Marimallappa's High School in Mysore, and paid several visits to the Maharani's College and the Industrial School in Mysore. In January I was away on leave at Bombay and was deputed to visit Baroda to study the system of compulsory education in the Baroda State. I have submitted to Government a full report of my visit, and made suggestions for introducing compulsory education into the cities of Bangalore and Mysore.

Mr. C. Vasudevaiya, Office Assistant, was retired on superannuation pension from July 1909. He joined the office in 1890 and to the date of retirement uniformly gave me valuable help both in the office and administrative work. His conscientious industry, high character and sound judgment have been always of great use to me.

I would take this opportunity to add a word in commendation of the ready and cheerful help which the officials of the Inspector General's Office have always rendered to me. The work has been growing more heavy and responsible every year, and it is greatly to their credit that they have performed it cheerfully on low pay compared with that of officials of other head-quarters offices. I trust that Government will be pleased to sanction the small increases recommended by me at an early date.

22. *Circle Inspectors.*—Mr. C. Krishna Rao, B.A., was Inspector of Schools, Bangalore Circle, till the middle of January, when he was appointed Headmaster of the new Government High School, Bangalore, and his place was taken by Mr. T. R. Venkataswamy Nayudu, B.A., Professor of Mathematics, Maharaja's College, Mysore. Mr. Venkataswamy Nayudu took charge of the office of Inspector on the forenoon of the 5th February 1909. Mr. Krishna Rao toured for 70 days and inspected 42 schools of which 8 were High Schools, 16 Anglo-Vernacular and Vernacular Middle Schools, 14 Primary Schools, 4 Sanskrit or other special schools. He spent 65 days in examining schools, the number of pupils examined being 1,809. He submitted 22 inspection reports on schools examined by him and reviewed 232 reports received from the Deputy Inspectors. Mr. Krishna Rao did his work with great energy and conscientiousness. His reports and reviews were always full of valuable information and criticisms, and he took pains to improve the methods of education and to suggest to Headmasters the use of the most up-to-date text-books. Mr. Venkataswami Naidu was on tour for only 20 days before the end of the year and inspected 37 schools, of which two were High

Schools, 15 Anglo-Vernacular and Vernacular Middle Schools, 16 Primary Schools and 4 Sanskrit or other special schools. He submitted 8 reports on schools inspected by him and reviewed 312 reports received from Deputy Inspectors. His inspection reports and reviews were not satisfactory. Mr. M. Srinivasa Rao, B.A., was in charge of the Mysore Circle throughout the year. He was 198 days in camp and inspected 192 institutions, of which 6 were High Schools, 74 Anglo-Vernacular and Vernacular Middle Schools, 92 Primary Schools, and 20 Sanskrit and other special schools. He also paid visits of surprise to 5 High Schools, 3 Anglo-Vernacular and 4 Girls' Schools. He spent 157 days in examining schools, the number of pupils examined being 9,592. He submitted inspection reports on 65 schools and reviewed 444 reports received from the Deputy Inspectors. He worked hard and energetically and did his best to improve the schools in his circle. He was assisted by two Deputy Inspectors in the examination of the lower departments of some of the schools.

Both the Inspectors complain of the enormous quantity of office work and the inadequacy of the present clerical staff to cope with it. I regret that my recommendation to strengthen the clerical staff of Inspecting officers did not meet with the approval of Government. Some relief was afforded, however, in respect of inspection work by a Circular (No. 1, dated 10th July 1908) issued at the beginning of the official year, by which Deputy Inspectors are required to inspect regularly all Anglo-Vernacular Schools in their respective districts as well as girls' schools at district head-quarters from time to time, and to review and check the monthly attendance and progress reports of these schools and to submit them with their remarks to the Circle Inspectors. Deputy Inspectors were thus given a share in the inspection of schools within easy reach which once were under their sole control. The control of these schools, however, even now remains with the Inspectors to whom recommendations are made by Deputy Inspectors. This re-adjustment of the duties of inspection has rendered supervision over the work of important schools more effective, but does not obviate the necessity for the employment of more hands for the office work of the Circle Inspectors.

23. *Deputy Inspectors.*—Mr. K. N. Virabhadraiya B.A., Deputy Inspector of Bangalore, was on circuit for 165 days and inspected 151 schools which included 45 schools in charge of Assistant Deputy Inspectors. He also helped in the inspection of the lower departments of two High Schools at Bangalore. Only one school in the district which was closed on account of plague was not inspected. He reviewed 307 inspection reports of Assistant Deputy Inspectors. Mr. S. Gopala Rao, Deputy Inspector of Kolar, was on circuit for 208 days and inspected 104 schools, besides helping the Inspector in the examination of 6 other schools. Nine schools, of which 5 were temporarily closed for plague, remained uninspected in the district at the end of the year. He reviewed 191 inspection reports. Mr. B. Tirumalachar, B.A., Deputy Inspector of Shimoga, was on tour for 198 days, inspected 154 schools including 2 in the Assistant Deputy Inspector's range, and paid surprise visits to 35 schools which were in his own charge and to 40 schools in the Assistant Deputy Inspector's charge. One new village elementary school opened late in the year was not inspected. Mr. N. Shama Rao B.A., Deputy Inspector of Chitaldrug, was on tour for 129 days and inspected 98 schools, of which 10 were in the Assistant Deputy Inspector's range. Mr. M. Ramaswamaiya, B.A., Deputy Inspector, Mysore District, was on circuit for 142 days and inspected 87 schools. He also visited 142 other schools, of which 128 were in the Assistant Deputy Inspectors' ranges. As in the previous year, he gave me valuable help as Secretary of the Educational Exhibition which was held at Mysore during the Dasara festival. The Exhibition, the Teachers' Certificate Examinations and the inspection of numerous and important schools in Mysore City kept him at head-quarters for three months and a half during the year. Mr. S. Rangacharlu, Deputy Inspector of Tumkur, was on tour for 209 days and inspected 98 schools in his own charge, besides inspecting or visiting 39 other schools. Only one village elementary school in the district remained uninspected at the end of the year. He reviewed 226 reports of Assistant Deputy Inspectors. Mr. Rangacharlu retired at the end of the official year. As an Inspecting officer he always worked with zeal, energy and conscientiousness. Mr. M. K. Tirumalachar, B.A., Deputy Inspector of Hassan, was on circuit for 208 days and inspected 165 schools, of which 156 were in his direct charge. He was not able to inspect 5 village indigenous schools and 3 village elementary schools

which were newly started. He helped the Inspector in examining 8 schools. Mr. H. N. Venkataramanaiya, B.A., Deputy Inspector of Kadur, was on tour for 177 days and inspected 86 schools, of which 75 were under his direct control, and paid visits to 22 schools for the second time. He also visited 6 Hindustani Schools and assisted the Inspector in examining the High School at Chikmagalur. Five village indigenous schools and one aided Sanskrit school of the district, which were closed at the time of inspection, were not inspected. Mr. Mahomed Beig, B.A., Deputy Inspector of Hindustani Schools, inspected 129 schools, besides paying occasional visits to the more important ones. Of the 129 schools, 107 were in the Districts of Bangalore and Mysore, which were under his direct control, 20 in the Districts of Kolar and Tumkur, which form the East Circle for Hindustani Schools, and two were in the Hassan District, which together with Shimoga, Kadur and Chitaldrug form the West Circle for Hindustani Schools. He inspected one school for the second time and also paid surprise visits to two Anglo-Vernacular Schools and a Kannada village elementary school. He was on circuit for 135 days and reviewed 271 inspection reports received from his two Assistants.

Assistant Deputy Inspectors.—There were as in the previous year 12 Assistant Deputy Inspectors, two each for Bangalore, Kolar, Tumkur and Mysore Districts, one each for the Shimoga and Chitaldrug Districts and for the East and West Ranges of Hindustani Schools. The place of the Assistant Deputy Inspector of Sanskrit Schools remained vacant during the year, the Sanskrit Schools being inspected by the District Deputy Inspectors. There were some official transfers in the Assistant Deputy Inspectors' ranges. Mr. B. Ramaiya was transferred from Shimoga to Tumkur. Mr. K. Subba Rao was transferred from the North Range, Kolar, to the Shimoga District and was succeeded by Mr. Alwar Iyengar, B.A., from the Tumkur District. The office of the Assistant Deputy Inspector of East Range, Tumkur District, was removed from Tumkur to Maddagiri. The average number of schools inspected by the Assistant Deputy Inspectors was 118, the highest number inspected being 174 by Mr. Lakshminarasimhaiya, B.A., Assistant Deputy Inspector, Mysore South, and the lowest being 91 by Mr. K. Tirunarana Iyengar, Assistant Deputy Inspector of Kolar South. The average number of days for which the Assistant Deputy Inspectors were in camp was 179, the highest number of days spent in camp being 227 by Mr. Madhava Rao, Assistant Deputy Inspector, East Range, Tumkur, and the lowest number being 134 by Mr. K. Subba Rao, who was on leave for 24 days and remained at head-quarters for 11 days in charge of the Deputy Inspector's office before his transfer to Shimoga. Of the Assistant Deputy Inspectors of Hindustani Schools, Mr. Ahmed Hussain in charge of the East Circle was in camp for 225 days and inspected 115 schools, and Mr. Mahomed Davud, who was in charge of the West Circle, was in camp for 170 days and inspected 78 schools. On the whole the work done by the Assistant Deputy Inspectors was satisfactory. Mr. M. Narain Rao, B.A., B.L., and Mr. M. Lakshminarasimhaiya, B.A., Assistant Deputy Inspectors, Mysore District, in addition to their own duties, performed the duties, of Assistant Secretaries of the Educational Exhibition of 1908 and gave valuable help.

The total number of schools which remained uninspected throughout the State at the end of the official year was only 44, of which a considerable number were closed temporarily for plague or famine. A large number of schools chiefly village elementary schools were either inspected or visited a second time by the Inspecting Officers. Besides finishing their own allotted work, the Deputy and Assistant Deputy Inspectors were able to assist the officers above them in the examination of schools. There has been a marked improvement during the year in the inspection of schools since the strengthening of the Inspectorate by the appointment of two Circle Inspectors and additional Assistant Deputy Inspectors. The work of the Deputy and Assistant Deputy Inspectors as well as the work and progress of the schools in their charge now came under closer supervision and scrutiny than they did before the appointment of the Circle Inspectors. The Circle Inspectors also afford considerable relief to the Central office by attending to many administrative matters falling within their powers. The appointment of Circle Inspectors at a moderate cost has proved to be of great advantage to the efficiency of the Department.

24. *School committees.*—With a few exceptions, the village school Committees co-operated with the schoolmasters in promoting the interests of the schools in

their villages and their assistance is acknowledged by the Inspecting Officers. The relations between the schoolmasters and the committees were generally all that could be desired. Many of the committees executed petty repairs to the school buildings at their own cost, a few helped in the construction of small buildings for the use of schools or for the residence of masters or supplied small articles of furniture.

25. *Visits of Revenue officers.*—The number of visits paid to schools by these officers was 625, being 15 more than in the previous year. Bangalore, Chitaldrug, Shimoga and Hassan show a decided improvement in the number of visits, while Tumkur and Mysore show a perceptible decrease, owing probably to the heavy work thrown on the Revenue officers by an impending famine. The visits from the Revenue officers on the whole continued to be far too few, when it is considered that there are about 2,000 public primary schools in the State. The following table shows the number of visits for each district:—

Officers	Number of visits									
	Bangalore	Kolar	Tumkur	Mysore	Chitaldrug	Shimoga	Hassan	Kolar	Hindustani Schools	Total
Deputy Commissioners	1	...	...	6	8	13	10	4	3	45
Assistant Commissioners	23	17	13	16	28	10	13	3	14	137
Amildars and Deputy Amildars	64	35	22	51	46	29	25	12	16	300
Other Government officers	26	13	22	25	22	18	3	4	10	143
Total ...	114	65	57	98	104	70	51	23	43	625

CHAPTER III.—University and College Education.

26. *Results of the B. A. Degsee Examination of 1908.*—From the *Central College*, Bangalore, 31 out of 52 passed in the English Language Division, and 29 out of 55 in the Second Language Division, and 27 out of 53 in the Science Division, 3 being placed in the first class in Physics. Of the successful candidates in the Science Division, 4 passed in Mathematics, 14 in Physics and 9 in Geology. The Arni Medal for Physics and the Cromarty Prize for Geology were carried off by candidates from the Central College. Three first classes and two University prizes are a good record for the Central College.

The *Maharaja's College* sent up 13 for the English Language Division, of whom 5 passed, all in the third class. For the Second Language Division 5 appeared in Kanarese and 3 in Sanskrit, all of whom were successful. Two out of 8 passed in Mathematics and all the five sent up passed in History.

The percentages of passes for the whole Presidency were 37·8 for the English Language, 80·2 for the Second Language, 50 for Physics and 65·1 for History and 44·3 for Mathematics. The two Colleges were above the average in the first two divisions, the Central College doing far better in English than the Maharaja's College. The Central College obtained the average percentage in Physics, and the Maharaja's College a percentage of 100 in History against 65·1 for the University and of 25 in Mathematics against 44·3 for the University. Three ex-students of the Central College passed in the English Language Division, 3 in the Second Language Division and 3 in the Science Division. Similarly 4 ex-students of the Maharaja's College passed in the English Language Division and 3 in History. A statement showing the percentages of success in the different divisions is given in Appendix B (13).

27. *Results of the F. A. Examination of December 1908.*—The number that appeared from the Central College for the F. A. Examination was 87 of whom 42 were successful, one being placed in the first class. Eleven former students of the College also passed. The Maharaja's College passed 27 out of 44 examined, one of them taking a first class. The results were above the average, 39·8 per cent of the candidates having passed from the whole Presidency. A tabular statement of the results is given in Appendix B (14).

28. *The Arts Colleges.*—The number on the rolls of the Arts Colleges, including the Maharani's College, which had one girl in the Junior Intermediate Class,

increased from 417 to 434. The expenditure on the Colleges amounted to Rs. 1,12,179 or Rs. 573 more than in the previous year. The expenditure on the Central College and the Maharaja's College together amounted to Rs. 1,03,664 to which fees contributed Rs. 10,291 or a little less than 10 per cent. The average cost of educating each pupil was Rs: 197-6-6 for the Central College, and Rs. 352-15-9 for the Maharaja's College. The College Department of the Maharani's College which had only one pupil cost Rs. 8,515. Particulars of attendance and expenditure for the three Colleges are given in Appendix B (15).

29. *The new Regulations of the University.*—The First Intermediate Class under the New Regulations commenced work in March last. The Central College is affiliated in Groups I and II of the Intermediate Examination and in Groups I, IIA and III of the B. A. Degree Examination. The Maharaja's College is affiliated in Groups III and IV of the Intermediate Examination and in Groups V and VI of the B. A. Degree Examination. Government have decided to teach Mathematics and Science only in the Central College, and History and Languages only in the Maharaja's College. It is hoped that a chair for Logic, Psychology and Ethics will shortly be founded in the Maharaja's College. These subjects have ceased to be taught since 1884 when the professorship of the subjects was abolished in the Central College. The importance of these subjects to teachers and lawyers cannot be denied. Neither of the Principals of the two First Grade Colleges has reported the number of students taking up the different groups of the Intermediate Examination, but it is understood that about 20 have taken up Group II and about 45 have taken up Group I in the Central College. Very few students have taken up Group IV in the Maharaja's College, the remainder out of a class of 53 students having taken up Group III. The Maharani's College is affiliated in Group III of the Intermediate Examination. There is one student in the First Intermediate Class. According to the new Regulations a classical or Second Language is not learnt for the Intermediate Examination unless the student takes up Group IV and studies in the Maharaja's College. None of the Colleges has yet been placed under the management of a College Council, the authority of the Principal having till now been supreme and undivided in all internal matters.

30. *Central College.*—During the year effect was given to the recommendations of the University Inspection Commission of 1905, and the wants of the First year Intermediate Class formed in Groups I and II were supplied. The High School classes of the College were separated and formed into an independent High School for Bangalore which is located in the building of the Anglo-Vernacular School in the Fort. Five Assistant Masters and two Pandits were transferred with the High School classes to the new High School. By the removal of the High School classes to a separate building the Principal found it possible to provide for certain urgent needs. A room was set apart for Mathematical drawing and additional space was given to the Library and Reading Room. There were many changes in the staff of the College during the year. Dr. M. Srinivasa Rao, Lecturer in Biology, left for England on deputation to study higher analytical Chemistry at the end of September 1908. Mr. E. P. Metcalfe, B. Sc. (London), arrived from England and entered upon his duties as Professor of Physics on 28th November. Mr. V. Sambasiva Iyer, B. Sc., L.C.E., was appointed full-time Professor of Geology for two years from 1st January 1909. Mr. E. W. Wetherell acted for him during his absence in Baroda on leave. Mr. C. R. Narayana Rao, M.A., L.T., was appointed Assistant Professor of Natural Science and joined his appointment in February 1909. The appointments of two Demonstrators in Physics and Natural Science were sanctioned. The construction of a separate block of buildings with two storeys on one side of the main building of the College has since the close of the official year been taken in hand by the Public Works Department, and I am assured by that Department that the work will be pushed on with all possible expedition so as to provide sufficient room for starting the Second Intermediate Class next year. The building is estimated to cost Rs. 1,20,850, and when completed will afford accommodation for the teaching of Physics in both the Intermediate and B. A. classes. The main building of the College has not been constructed on a comprehensive plan once for all like the building of the Maharaja's College, but has been enlarged from time to time according to the growing needs of the institution. The result is not quite satisfactory, and some of the lecture rooms and laboratories are ill adapted for their purposes.

A sum of Rs. 18,450 was sanctioned for science apparatus and laboratory fittings, of which Rs. 3,179 only was spent before the close of the year. The balance of over Rs 15,000 has been reprovided for the same purpose in the Budget of 1909-10. The annual grants for laboratory contingencies and the library were raised from Rs. 1,000 and Rs. 200 to Rs. 2,000 and Rs. 1,500 respectively. Since August 1908 the Central College has been placed under the administrative control of the Inspector-General in the same way as the Maharaja's College has been from the commencement.

The number on the roll on the 30th June was 272 or 13 less than in the previous year. Of the total number, 73 were in the Senior B. A. Class, 46 in the Junior B. A. Class, 88 in the Senior F. A. Class, and 65, of whom one was a female student, in the First Intermediate Class. The receipts from fees of the College Classes amounted to Rs. 7,831. For the Matriculation Examination of 1908, 100 out of 101 on the roll were permitted to appear. Of these 39 passed in the second class. The results of the higher University Examinations have been stated above.

31. *Maharaja's College.*—Mr. B. Dasappa, B.A., was given eight months' furlough in continuation of Christmas vacation and Mr. B. M. Srikantaiya, M.A., B.L., was appointed to act for him. Mr. T. R. Venkataswami Naidu, B.A., Professor of Mathematics, was appointed Inspector of Schools, Bangalore Circle, in January 1909, and Mr. M. Subbaiya, B.A., was transferred from the Anglo-Vernacular School, Tumkur, as Assistant Master to teach Logic to the new Intermediate Class; but his health having broken down, he took six months' leave on medical certificate from 7th June. The College provides for the teaching of Logic, History, Sanskrit and Kannada under the new Regulations for the Intermediate Examination. The requirements of the College under the New Regulations were met during the year by the appointment of an European Professor of English and a teacher of Logic, and by increasing the annual grant for the Library from Rs. 250 to Rs. 1,500 and raising the grants for prizes and contingencies. Additional accommodation was provided at a cost of about Rs. 19,000 by the construction of an upper storey on each of the two wings of the College. The extension gives an addition of six class rooms, The number on the roll on the 30th June was 355, being 20 less than in the previous year. The decrease was due to the new rule restricting the size of High School classes, which came into effect in the beginning of January. Of the students 161 belonged to the College and 194 to the High School classes. There were 26 students in the Senior B. A. Class, 25 in the Junior B. A. Class, 57 in the Senior F.A. Class and 53 in the First Year Intermediate Class. Of the total number of students in the College classes, 54 received scholarships, 27 paid no fees and 13 were excused half the fee. The fees collected amounted to Rs. 7,196 or Rs. 170 less than in the previous year. The Historical Society continued to meet and a few literary societies generally confined to students of particular classes held meetings in the College. Sports, Gymnastics and Games were encouraged.

32. *College Hostels.*—Mr. B. Venkatadasappa, Superintendent of the Central College Hostel, took leave on medical certificate for six months from 14th January 1909. Mr. S. Krishnaswami Iyengar, M.A., Assistant Master, Central College, acted for him. The Hostel Committee resolved that the management of the Hostel should be placed in the hands of a member of the College staff, who should be designated Warden. The rules of the Hostel, which were revised by the Committee to suit the change in the management, have been submitted for the sanction of Government. There were 96 resident students on the 30th June, of whom 20 belonged to the Government High School. The expenses amounted to Rs. 12,620, of which Rs. 1,200 was met from the Government grant and the balance from fees. The Hostel attached to the Maharaja's College, Mysore, had 73 boarders, of whom 38 belonged to the College department and 35 to the High School department and other local institutions. The expenses which amounted to Rs. 7,461, were not fully paid from the Government grant of Rs. 852 and the receipts from fees amounting to Rs. 6,237, the deficit being met by a loan from Government. The deficit was caused by the high prices that ruled during the year. Mr. B. Dasappa, B.A., who had been Superintendent ever since the Hostel was opened, resigned his office and Mr. H. R. Krishna Murti Rao, B.A., was appointed in his place. The health of the students in both the Hostels was good and discipline was carefully maintained.

33. *Maharani's College.*—Miss G. L. Palethorpe, Lady Superintendent, who had been absent on eleven months' leave on medical certificate and one month's

additional leave without allowances, returned to duty on 3rd January 1909. Mrs. K. D. Rukminiamma, B.A., acted as Lady Superintendent during the absence of Miss Palethorpe. Assistant Mistress K. Subbamma, who had failed in the English Language Division of the B. A. Degree Examination of 1907, appeared again for the Examination and was successful. She received the Grigg Medal, being the best lady candidate of her year in English, and was promoted to Class C III (Rs. 100-10-210) of the Educational Service. On the 30th June there was only one student in the First Year's Intermediate Class. Sundaramma, who had been studying in the Oriental Class since its formation in 1904, appeared for the Sanskrit Division of the Pandits' Examination and passed. She is the first lady candidate who has passed in a division of the Pandits' Examination. Particulars of the School Department of the institution will be given in the chapter on Female Education.

34. *Sanskrit Pandits' or Vidwat Examination.*—For the Vidwat Examination held in August and September 1908, 23 candidates were registered, 15 presented themselves for the examination and 12 passed. The Maharaja's Sanskrit College passed the two candidates who appeared in Vyakarana Part II. It also passed one and two out of two and three candidates in Vedanta Parts I and II respectively. From the Sanskrit College, Bangalore, one appeared for, and passed the Examination in Jyotisha Parts I and II, another appeared for Jyotisha Part II only but failed, and one more candidate appeared for and passed the Examination in Sahitya Part I. Two appeared in the last subject from the Sanskrit College, Melkote, but neither passed. Of the five successful private candidates one passed in Yajurveda, three in Vedanta Parts I and II and one in Vedanta Part I only.

35. *Mr. C. Subba Rao's Scholarships.*—Only one scholarship was awarded of Rs. 10 from 1st July to 31st December 1908 and at an enhanced rate of Rs. 12 from 1st January 1909. The scholarship was held by a student of the Maharaja's College, Mysore.

36. *Maharaja's Sanskrit College, Mysore.*—By Government Order No. 92-96—Muz. 54-08-1, dated 27th October 1908 this institution, which was under the supervision and control of both the Muzrai Department of Government and the Palace authorities, was placed entirely under the control of the latter, the system of divided control not having worked satisfactorily. A separate Ayurvedic College for the training of Pandits having been established, the Vaidya classes of the Sanskrit College were abolished in January 1909. The strength of the College slightly rose from 165 to 168, who were distributed over eleven classes according to the subjects studied by them. Of the students 131 held scholarships at rates varying from half a rupee to six rupees a month. The results of the Vidyarthi Examination were satisfactory. Of the 212 sent up in different subjects, 118 passed, of whom 43 were placed in the first class. The money prizes awarded to successful students amounted to Rs. 232.

37. *Melkote Sanskrit College.*—The strength of the College increased from 59 to 67. Two candidates were registered for the Vidwat Examination in Sahitya Part I, of whom one sat for the examination but failed. At the Vidyarthi Examination 15 out of 16 students passed in different subjects and one who brought up Tarka failed. One student of the College appeared in Tarka for the examination held under the auspices of the Triplicane Veda Vedanta Vardhini Sabha in Madras. The library of the College was largely used by the students and the local Pandits.

38. *Chamarajendra Sanskrit College, Bangalore,*—The number on the rolls which fell from 105 to 87 in the previous year rose to 89, of whom 48 were in the College department and 41 in the School department. The College sent up one candidate in the Vidwat Examination in Jyotisha Parts I and II and one in Sahitya Part I and passed both. Two more were presented in Jyotisha Part II and Vedanta Parts I and II, but both failed. At the Vidyarthi Examination 9 out of 25 passed, two taking a first class. The cost of the College amounted to Rs. 5,943-7-4 including scholarships.

39. *Pandits' and Moulvis' Classes of the Mysore Normal School.*—On the 30th June, there were 4 students in each of the VIII and X classes of Pandits and the same number in each of the corresponding classes of Moulvis. Teachers are selected for admission to these classes twice in three years. There was no examination for Pandits or Moulvis in 1907. One out of two and three out of four met with success at the Pandits' and Moulvis' Examination respectively in 1908. The text-books

prescribed for the Pandits' Examination were changed during the year, five years having elapsed since the last revision of the curriculum.

CHAPTRE IV.—Secondary Education of Boys.

40. *Percentage of boys in the Secondary stage to the total male population of school-age.*—The total number of boys in the Secondary stage increased from 12,270 to 13,634, of whom 1,360 were in the three High School forms, 8,227 in the Middle Anglo-Vernacular classes, and 3,547 in the Middle Vernacular classes The percentage of boys of school-age in the Secondary stage rose from 2·97 to 3·32, but the percentage of boys in the Secondary stage to the total number of boys at school, owing to the rapid increase in the latter, fell from 15·29 to 14·58.

41. *The Matriculation Examination of December 1908.*—In para 41 of my Report for 1907-08, commenting upon the variations in the results of the Matriculation Examination from year to year, I referred to the appointment of a Committee to inquire into the causes of these variations and stated what appeared to me to be the chief causes of the large number of failures in the Examination. These causes in my opinion were (1) the great laxity and want of care in making admissions and promotions, (2) the absence of co-ordinated and concentric teaching in the High School forms, (3) the unsatisfactory state of the teaching of English, (4) the want of organisation of the school work and efficient supervision by the Headmaster and (5) the want of laboratories for pupils to work in. I find that in the Report presented to the Syndicate in October 1908 the Committee draws special attention to the above defects as chiefly responsible for the unsatisfactory results of the Matriculation Examination. The Committee also recommends that only specialists should be appointed to teach in the High School Forms on the professorial system. This suggestion has been anticipated and acted upon in the Mysore High Schools during the last fifteen years or more. The Committee holds that " whatever may be the operating causes for the extremes of variation indicated by the figures (and probably they are many and complex) there can be little doubt but that the chief among them is the fact that a very large proportion of candidates year by year present themselves with the absolute minimum requirements of knowledge and capacity. Such being the case, an abnormal failure in the Examination must result from the slightest variations in the conditions unfavourable to these candidates. * * * Even in the best schools the mental equipment of the average candidate is not calculated to do more than enable him just to pass the Examination under normally favourable conditions." As regards the state of Secondary Education generally, the Committee expresses the opinion that " Secondary Education in the Presidency is on a distinctly lower level of efficiency than in Europe, while the Matriculation Examination is as oxacting as any test of the kind. These facts go far to explain the low average success in it."

The Syndicate, having received information that copies of the question papers in Mathematics, Science, History Geography and possibly English set for the Matriculation Examination of 1908 were in circulation before the commencement of the Examination, arranged for a re-examination on the 1st February 1909 in all subjects except second language. To the second examination all candidates who had passed in English and second language at the first examination were admitted. Of the 10,851 male candidates registered for the first examination, 10,767 were examined and 5,519 or 51·3 per cent passed. For the second examination 5,492 appeared and 2,534 or 46·1 per cent passed against the unusually low percentage of 17·4 in the previous year. If the percentage of successful men to the total number examined

at the first examination is taken, it is 23·5. The Syndicate, however, has taken the former percentage for its statistical tables.

Institutions	Number on the roll of the VI Form in September 1908	Registered	Examined	Passed		Percentage passed to number on the roll in September 1908	Percentage for the University
				First class	Second class		
Central College ...	101	59	59	...	39	38·16	...
Maharaja's College, Mysore	77	43	43	...	23	29·9	...
High School, Shimoga ...	53	28	27	1	15	30·2	...
Do Kolar ...	26	15	15	...	9	34·6	...
Do Chikmagalur	18	10	10	...	6	33·3	...
Do Chitaldrug ...	16	7	7	...	1	6·2	...
Do Hassan ...	20	6	6	...	3	15·0	...
Do Tumkur ...	41	25	24	1	14	36·6	...
Do Chikballapur	17	4	4	...	1	6·0	...
Do Channapatna	12	3	3	...	2	16·6	..
London Mission High School, Bangalore.	66	22	22	...	8	12·1	...
Wesleyan Mission High School, Bangalore.	102	45	45	...	21	20·6	...
Wesleyan Mission High School, Mysore.	30	13	13	...	6	20·0	...
Marimallappa's High School, Mysore.	80	24	24	...	11	13·7	...
Total ...	659	304	302	2	159	24·13	23·5

42. *Average nual cost of educating a pupil in High Schools.* The average annual cost of educating a pupil in High Schools decreased from Rs. 48-4-6 to Rs. 44-3-1 to which fees contributed Rs. 14-15-6. As in the previous year, the cost was highest in the High School at Chitaldrug, being Rs. 101-10-7, and lowest in Marimallappa's High School at Mysore being Rs. 17-8-0. Particulars of attendance cost, etc., are given in Appendix B (17).

43. *High Schools.—The Government High School, Bangalore,* was formed out of the High School forms separated from the Central College and located in the new building of the Government Anglo-Vernacular school. The school was opened on the 11th January 1909 under Mr. C. Krishna Rao, the able and energetic Inspector of Schools, Bangalore Circle, as Headmaster. Government were anxious to place the school under the ablest Headmaster they could get, at least for some time at the commencement. All classes below the III Form are held in the morning from 7 to 10-50 A.M. and the three High School forms together with the Third Form from 11 A.M. to 5 P.M. By this arrangement the interests of the lower classes suffered to some extent, but it has been impossible to find a suitable house for rent for the High School. It was hoped that the Bangalore Municipal Commission would take over the Anglo-Vernacular School and amalgamate it with their Vernacular Middle School which is in the old Palace, but at the last moment they declined to do so. A project for the construction of a new building for the High School has been sanctioned, but the details of the plan and estimate are still, I regret, under discussion. The site selected for the building proposed to be erected extends from the boundary of the District Office compound and the road leading from the London Mission High School to the Cenotaph on the west to the road leading from the Survey Office to the Maternity in the east. Five Assistant Masters and one Sanskrit and one Kannada Pandit were transferred from the staff of the Central College, and six additional teachers were sanctioned by Government. The Telugu Pandit and the Hindustani Munshi of the College were appointed to teach Telugu and Hindustani in the High School for a few hours in the week in addition to their work in the College. The school is the largest High School in the State and had 339 pupils in the High School Forms, the average monthly number and the average daily attendance being 333 and 306 respectively. The receipts

from fees from January to 30th June amounted to Rs. 3,933 and the fees realised in the High School department of the Central College from July 1908 to the end of December amounted to Rs. 2,244. For the Matriculation Examination of December 1908, 100 out of 101 on the roll of the Sixth Form were permitted to appear. Of these 59 were admitted to the re-examination and 39 passed. A fairly good library containing 1,343 volumes, which include some of the recent publications on the subjects taught in the High School classes, has been formed. A large collection of vernacular books and easy English Reading Books has been provided for the use of the boys of the lower classes. A Reading Room was opened and English periodicals and good vernacular papers and magazines were subscribed for. A Debating Society was also formed and weekly meetings were held. Drill was practised regularly. A lawn tennis court was made and sufficient encouragement was given to foot-ball and cricket. The school has been carefully organised and well equipped. It has a strong staff and is doing excellent work. It has a bright future. A large quantity of science apparatus approved by the Professor of Physics of the Central College has been supplied. The Middle School Department had 443 pupils and sent up 57 pupils out of 79 in the V class and passed 29, of whom four were placed in the first class. *The Kolar High School* was inspected by the Circle Inspector from the 21st to the 24th September 1908. The strength of the school which had suffered heavily from plague in the previous year rose from 164 to 210, of whom 75 were in the High School forms and 135 in the Middle School classes. For the Matriculation Examination of December, 21 appeared, and 15 passed in English and second language, who presented themselves for re-examination. Of these 9 were successful. The largest number of failures was 6 in History. At the Lower Secondary Examination 9 out of 17 were successful. A drawing master teaches drawing to the pupils of both the High School and the local Normal School. The efficiency of the school was maintained on the whole. The accommodation was insufficient. The lower classes were therefore held in a rented private building. The Inspector suggests the amalgamatian of the lower classes of the High School with the higher classes of the local Kannada School and the formation of a separate Anglo-Vernacular school as has been done in other places. *The Chitaldrug High School* was inspected from the 19th to the 22nd October. The number on the rolls was 109, being 9 less than in the previous year. Of the total number 84 were in the High School forms. There were 16 boys in the Sixth Form on the last date of sending in applications, and although they were not a bright set, they were all permitted to appear for the Matriculation Examination, as it was the last Examination under the old regulations. Only one of the seven that appeared at the second examination was able to pass. The results were disappointing, General Knowledge being mostly responsible for the failures. The school fared better in the Lower Secondary Examination, 13 out of 21 having been successful. It is hoped the staff will work more diligently in future. To provide the additional accommodation required for the school, the construction of a block of rooms opposite to the present building has been sanctioned and it is estimated to cost about Rs. 14,500. *The Shimoga High School* was inspected from the 14th to the 17th October 1908 and had 142 pupils on the 30th June 1909, of whom 102 were in the High School Forms. There were 53 in the Sixth Form of last year. At the first examination for Matriculation 28 out of 36 passed, and of the 27 that went up for the re-examination 16 passed, one taking a first class. The results are creditable to the Headmaster and his staff. At the Lower Secondary Examination 8 passed out of 21 examined and one took a first class. Particular attention was given to games and gymnastics. The Headmaster and his staff have worked energetically. *The Channapatna High School* was inspected from the 29th to the 31st October. The number on the rolls rose from 101 to 132, of whom only 26 were in the High School forms. The average daily attendance rose from 81 to 100. Out of a class of 12 students in 1908, 8 were sent up for the Matriculation Examination and two passed, against one out of 11 sent up from a class of 18 in the previous year. The results of the Lower Secondary Examination were also poor, only one out of six having passed. The state of the school has not been satisfactory for a long time past. The teaching of English, History and Geography, has not been good. The staff needs improvement at an early date. *The Chikballapur High School* was inspected from the 28th to the 30th September. The number of pupils on the 30th June was 76 against 58 in the previous year. Of these 55 were in the High School forms. The VI Form of last year had 17 pupils, of whom

9 were sent up for the first examination but only four passed. Only one of these got through the second examination. The bad results of the examination were chiefly due to plague and the closing of the Students' Home. Seven out of a class of 11 students were sent up for the Lower Secondary Examination and only two passed. It is very doubtful if small High Schools like those at Channapatna and Chikballapur should be kept up. The cause of High School education would be better served if there were fewer but larger and better equipped High Schools. *The Tumkur High School* had 143 pupils in forms IV to VI against 160 in the previous year. The income from fees diminished from Rs. 3,519 to Rs. 3,064. The results of the Matriculation Examination were satisfactory, 15 out of 30 sent up from a class of 41 having passed with one in the first class. Of the unsuccessful candidates at the second examination 4 failed in English, 3 in Mathematics and 9 in General Knowledge. The pupils were taken by the teachers on an excursion to the Devarayadrug Hills. Such excursions might be made more frequently with profit. Not only do they provide healthy outdoor exercise but they can, under the guidance of intelligent and well-informed teachers, be made the means of cultivating the powers of observation and awakening interest in matters of scientific, historical, or antiquarian interest. They also promote the feeling of pleasant companionship and habits of mutual help and co-operation. Hockey was introduced as a school game. The school building and the hostel needed extension. *The Chikmagalur High School* showed an increase of 14 students in strength and of Rs. 640 in fee income. The total number on the roll was 189, of whom 53 were in the High School forms. The results of the Matriculation Examination were fair, 6 out of 16 sent up having passed. The school sent up 16 for the Lower Secondary Examination and passed 7, of whom one was placed in the first class. The teaching was fairly efficient during the year. Field games and gymnastics were encouraged. On account of the unhealthiness of the climate frequent changes of teachers were necessary. It is difficult to keep a teacher long in Chikmagalur. *The Hassan High School* fell off both in strength and efficiency. Owing to the unpopularity of the Headmaster, his bad management and the differences between him and his assistants, the Headmaster and one of the Assistant Masters had to be transferred. The results of the Matriculation Examination were unsatisfactory, only three out of 12 selected from a class of 20 having passed. Seven of the unsuccessful candidates failed in English and Vernacular, one in General Knowledge and one in Mathematics. At the Lower Secondary Examination 8 out of 18 sent up from a class of 29 passed. The state of the school was very unsatisfactory. It is hoped that the school will improve in its efficiency under the present Headmaster. Of the aided High Schools, the *Wesleyan Mission High School, Bangalore*, which was inspected from the 4th to the 7th September had 503 pupils on its rolls. The classes which were too large at the time of inspection were subsequently divided into two sections and each section was practically full according to the new rules regarding the size of classes. The staff was improved and consisted of 14 masters, of whom 7 were graduates, but improved desks were necessary for the higher classes. Careful attention was paid to home-work and the discipline of the school was well maintained. At the Matriculation Examination 21 out of 45 sent up passed and at the Lower Secondary Examination 11 out of 23 passed. Under Mr. Fuller's able management the school showed great improvement and regained some of its old popularity. The school was awarded four certificates of merit at the Mysore Educational Exhibition for Note-books, Map-drawing, Science sketches, and Geometrical figures. *The London Mission High School, Bangalore*, was inspected from the 1st to the 3rd September 1908 and had 406 pupils on the 30th June 1909. For the Matriculation Examination 36 appeared out a class of 66 but only 8 passed, and at the Lower Secondary Examination 8 out of 23 selected from a class of 59 passed. The results were not satisfactory. The school requires working up. The attendance of the *Wesleyan Mission High School, Mysore*, improved considerably, having risen from 201 to 322. The III and IV Forms had each two sections. The Sixth Form had its maximum strength and some applicants for admission had to be refused as their number was not sufficient to warrant the formation of another division. In the higher forms IV, V, and VI Mathematics, History and Geography were taught by graduates in those branches, and the Principal took all the English and Science in the Sixth Form, some English and Science in the V, and some English in the two Fourth Forms, so as to enable him to keep in touch with the English work in these

forms also. The scoool is making good progress under Mr. Boote. The school sent up 17 out of 32 boys in the VI Form for the Matriculation Examination. Of this number 13 passed at the first examination and six at the second examination. Six out of 15 sent up passed the Lower Secondary Examination. A Reading Room was opened in the school during the year. The Library contained 908 volumes. There was a slight fall in the attendance of *Marimallappa's High School, Mysore*, from 676 to 641. At the Matriculation Examination 11 out of 60 sent up from a class of 80 were successful, and 21 out of 62 sent up passed the Lower Secondary Examination, one being placed in the first class. The Headmaster's attention was drawn by the Inspector to the defects noticed by him at his inspection in September 1908, some of these being the want of two more graduates for teaching English, excess in the number of pupils in the VI Form, failure to use up-to-date text-books in English, History and Geography, and Arithmetic, and laxity in promoting boys. The Managers make all the Lingayat boys free but do not pay their fees from the endowment fund. In addition to the Lingayat boys more than 20 per cent of all other boys are made free. The result is that there is an unusually large percentage of free-students in the school which is against the educational rules and which greatly reduces the income, and the teachers are consequently ill-paid. This state of things is made a reason for persistent applications for larger grants from public funds. While the annual grants from public funds amount to Rs. 3,000, the receipts from the endowment fund amounted to about Rs 1,000. The Reading Room was popular; physical exercises receive due attention. The lower classes of the school, which were examined by the Deputy Inspector in November 1908, showed fairly good work. The Library requires to be greatly improved.

44. *Hostels and Boarding Houses.*—In the ten hostels attached to the two Government Colleges, six district High Schools and the Mysore Normal School which has one hostel for Hindus and another for Mahomedans, there were 391 boarders against 371 in the previous year. Of the total number, 115 were students of Colleges, 156 belonged to High Schools, 35 to Middle Schools, 9 to Primary Schools, and 76 to Normal Schools. The expenditure on the ten hostels rose from Rs. 37,769 to Rs. 40,612, of which the grants from Government amounted to Rs. 7,041, the balance being borne by boarding fees and subscriptions. At Chitaldrug the students board in one building and lodge in another building which is about two furlongs from the former. The construction of a dining hall and a kitchen in the compound of the High School will remove the inconvenience. The accommodation in the new hostel building at Tumkur is insufficient and the building requires to be extended. All the ten hostels are under the supervision of committees and are well managed. The health and behaviour of the inmates were good. There were 13 other hostels under private management and three of them were for girls. Statement 31 in Appendix B gives the statistical particulars of all hostels in Mysore.

45. *Pupils' or Vidyarthi Examination of the Maharaja's Sanskrit College Mysore.*—The number of candidates for this examination increased from 262 to 294 of whom 170 passed, 72 in the 1st class and 98 in the second class compared with 56 in the first and 67 in the second class in the previous year. The Maharaja's Sanskrit College passed the highest number of all, *viz*, 118, of whom 43 took a first class. The Sanskrit College, Melkote, passed 15 out of 16 and did far better than the Sanskrit College at Bangalore, which passed only 9 out of 25; the Sravanbelgola Sanskrit School passed 6, the Belur Pathasala passed 4, the Pathasalas at Aghalaya Chanrayapatna and Talkad passed three each and the Sivagange Pathasala passed one. A tabular statement of the results is given in Appendix B (18).

46. *Vernacular Upper Secondary Examination.*—Important changes have been introduced into the curriculum of the Vernacular Upper Secondary course. Corresponding changes were likewise made in the scheme for the Upper Secondary Examination. The changes will be noticed in the para on the Government Normal School, Mysore, which is the only school in the State teaching up to the Upper Secondary Standard. Forty-four candidates were registered for the Examination, 43 were examined and 19 passed, of whom 8 were Mahomedans. The Government Normal School, Mysore, sent up 30 and passed 15, of whom 2 were placed in the first class, and of the 13 private candidates 4 passed.

47. *The Lower Secondary Examination.*—The standard of examination particularly in English was considerably raised, so that boys proceeding from an

Anglo-Vernacular School to a High School, might be well fitted to enter upon a High School course. Another important change made in the year was the increase in the number of centres of examination from ten to thirty-three, with a view chiefly to bring these centres within easy reach of the young boys and girls who present themselves for the examination and save them from the trouble and excitement of attending a large centre. The number of candidates registered was 3,063, being 79 more than in the previous year. Of the number registered, 939 took up English and 2,124 took up a Vernacular or Sanskrit as their first language. The Examination is exceedingly popular and has been doing immense good to Lower Secondary education in the State.

48. *Anglo-Vernacular candidates.*—Of the 939 candidates registered 909 were examined and 358 passed, 11 in the first class and 167 in the second class and 180 in English only. The percentage of passes fell from 55·07 to 39·38, owing to the rise in the standard of examination in English and to the test in Arithmetic having been slightly severer than usual, 46·98 per cent of the unsuccessful candidates having failed in English and 30·72 per cent in Arithmetic. The number of schools which presented candidates for the examination in English was 100, of which 83 appeared on the pass list. The number of private candidates for this examination was 237, of whom 47 passed, 28 passing in English only.

49. *Vernacular and Sanskrit candidates.*—Of the 2,124 candidates registered, 2,071 were examined and 685 passed, 11 in the first class and 660 in the second class, 11 in Sanskrit only and 3 in Vernacular only. The percentage of passes fell from 46·99 to 33·07. Of the failures, so many as 55·88 per cent were in Arithmetic and 50·84 in Mensuration. The number of schools that sent up candidates for the examination was 375, of which 246 succeeded in passing any. Of the 312 private candidates examined, 41 passed, of whom three passed in Sanskrit only.

50. *Number of Middle Schools for boys.*—The number of Middle Schools for boys nominally decreased from 241 to 206, some Taluk Branch Schools which in previous years were classed as Middle Schools being ranked as Primary Schools. Of the Middle Schools, 120 were Anglo-Vernacular and 86 were Vernacular Schools. Though there was a decrease in the number of schools, there was an increase in their attendance from 24,220 to 26,981, of whom 18,195 were in the Anglo-Vernacular Schools and 8,786 were in the Vernacular Schools. Of the Anglo-Vernacular Schools, 83 were departmental, 29 were aided, 7 were unaided schools, and one was under Municipal management; and of the Vernacular Schools, 70 were departmental, 15 were Aided Schools, and one was under Municipal management. Of the Village Elementary Schools, a great many are Middle Schools sending up candidates for the Lower Secondary Examination, but they are ranked as Primary Schools.

51. *Anglo-Kannada Middle Schools.*—There were 107 Anglo-Kannada Schools, of which there were 21 in the Bangalore District, 13 in Kolar, 8 in Shimoga, 10 in Chitaldrug, 26 in Mysore, 14 in Tumkur, 9 in Hassan and 6 in Kadur. The strength of the Anglo-Kannada Schools increased from 12,739 to 16,338, and the number of pupils learning English from 4,677 to 6,106. The most successful institutions at the Lower Secondary Examination were the Government Anglo-Vernacular School, Bangalore; Marimallappa's School, Mysore; the Government Anglo-Vernacular School, Tumkur; the Government High School, Chitaldrug; and the Hindu Anglo-Vernacular School, Bangalore, which passed 29, 21, 16, 13 and 11 pupils respectively.

52. *Anglo-Tamil Schools.*—The number of these schools decreased from 7 to 6, but their strength increased from 630 to 708, of whom 189 learnt English against 324 in the previous year.

53. *Kannada Middle Schools.* Owing, as already stated, to a change in the classification of schools, there was a decrease in the number of Kannada Schools from 77 to 49 and in their strength from 7,563 to 5,959. Of the schools that did well at the Vernacular Lower Secondary Examination, the Anglo-Vernacular School at Koratagere, which passed 12, the Anglo-Vernacular School at Dodballapur, which passed 11, the Anglo-Vernacular School at Tyamagondlu, and the Government Kannada Schools at Mysore and Nanjangud, which passed 9 each, deserve mention.

54. *Pay and prospects of teachers of Middle schools.*—On this subject I have to repeat my opinion which I have so often expressed, that the pay and

and prospects of the teachers employed in these schools should be improved at an early date.

CHAPTER V.—Primary Education of Boys.

55. *Number and strength of public Primary Schools for Boys.*—The public Primary Schools increased in number from 1,777 to 1,801 and their strength from 56,851 to 63,898 of whom 4,522 were girls. The increase in strength was mainly due to the abolition of fees in the Primary Schools and in the lowest classes of Anglo-Vernacular and Vernacular Middle Schools. It is probable that the attendance of Primary Schools and the Primary departments of Middle Schools will grow rapidly in the near future for the same reason. Of the total number of schools, the departmental schools increased from 1,435 to 1,503, the aided schools decreased from 282 to 275 and the unaided schools from 60 to 23. The table giving the number and strength of all public Primary Schools by districts is given in Appendix B (19).

56. *Percentage of boys in the Primary stage to male population of school-age.*—There were 18,913 boys in the Primary classes of public Middle Schools, 59,385 boys in all public Primary Schools, and 24,513 boys in private indigenous schools, making altogether 1,02,811 boys in the Primary stage against 88,846 in the previous year. The percentage of boys of school-age in the primary stage rose from 21·52 to 24·9 during the year.

57. *Classification of boys in public Primary Schools by caste or creed.*—Of the 59,385 boys in public Primary Schools, 7,887 or 13·28 per cent were Brahmins, 39,916 or 67·21 were other high caste Hindus, 7,717 or 13 per cent were Mahomedans, and 1,622 or 2·73 were Panchamas and others. The table furnishing the details is given in Appendix B (20).

58. *Classification of Departmental Primary Schools.*—There were 1,503 Departmental Primary Schools, of which 38 were Taluk Kannada Schools, 33 were Taluk Hindustani Schools, one a Taluk Telugu School, one a Mahratti Village Elementary School, 1,311 were Kannada Village Elementary Schools, and 119 Hindustani Village Elementary Schools.

59. *Departmental Kannada Primary Schools by districts.*—Of the 1,349 Departmental Kannada Primary Schools, Bangalore had 221, Kolar 200, Tumkur 173, Mysore 256, Hassan 117, Kadur 62, Chitaldrug 145 and Shimoga 175.

60. *Night Schools.*—The number of Night Schools intended for artisans, labourers, and others who cannot afford to attend a day school decreased from 80 to 73, of which 69 were aided by monthly grants, but their strength increased from 1,947 to 2,670. The aided schools numbered 69 and the unaided 4. Sixty of these were Kannada Schools, 12 were Hindustani Schools and one was a Telugu School. Six of the Night Schools were exclusively intended for the Panchamas.

61. *Aided Village Indigenous Day Schools.*—The number of these schools which are registered for aid on the results system under special grant-in-aid rules decreased from 138 to 135 and their strength from 2,883 to 2,716, of whom 131 were girls. Of the total number there were 15 schools in the Bangalore District, 16 in Kolar, 32 in Chitaldrug, 19 in Shimoga, 30 in Mysore, 15 in Tumkur, 6 in Hassan and 2 in Kadur.

62. *Accommodation.*—Rupees 36,110 was sanctioned for the construction and improvement of village school buildings during the year, being the highest amount sanctioned during ten years from 1898-99 except in 1899-1900 when Rs. 40,000 was sanctioned. About 30 buildings were in course of construction. But to bring up accommodation to the level of the requirements, more funds should be annually provided in the budget. Unless at least a sum of Rs. 50,000 is regularly sanctioned every year for village school buildings, there cannot be much hope of providing healthy and suitable accommodation.

63. *Pay and prospects of schoolmasters.*—The pay of schoolmasters who were in receipt of less than ten rupees was raised by a rupee from 1st October 1907. Government were pleased to fix the minimum pay of all schoolmasters at Rs. 10 in the year under report. This order of Government has given universal satisfaction and saved a large number of teachers from great hardship caused by the high prices of food grains. The initial pay now fixed is good enough for a beginner. It is hoped, however, that in course of time the prospects of promotion

of hard-working and able teachers will be improved, so that they may provide for a growing family and earn a suitable pension when they retire.

64. *Magic lantern exhibitions.*—These were given in 124 schools in the districts of Tumkur, Mysore, Hassan and Kadur. The number of persons who witnessed the Exhibitions were 6,010, of whom 3,619 were boys, 1,183 were girls and 1,208 were adults. At the Teachers' Conference held at Kadur two lantern exhibitions were given for the benefit of the large number of assembled teachers.

CHAPTER VI.—Special Instruction.

(*a*) *Normal Schools.*

65. *Number and strength of Normal Schools.*—There were three Normal Schools for masters under Government management, and two for mistresses, of which one was under private management. The number of masters under training was 212 against 187 in the previous year and that of mistresses 26 against 13 in the previous year.

66. *The Normal School, Mysore.*—The school maintained its character for efficiency during the year under its present able Head Master. Mr. Venkataramaiya B.A., History Assistant, was transferred to the High School at Chikballapur and was succeeded by Mr. K. Srinivasa Iyengar, B.A., Assistant Master of the latter school, who has undergone training in sloyd under Mr. Larsson. Mr. H. P. Krishna Rao, B.A., was appointed music master to impart to teachers under training a scientific knowledge of music, and Mr. Jagadisan was appointed Art Instructor. The number on the rolls rose from 145 on 30th June 1908 to 164 on the 30th June 1909. Of the 164 students, 108 were teachers of Government Schools and the rest were private students. Of the total number in attendance, 109 were Brahmins, 10 were other Hindus, 41 were Mahomedans and 4 Christians.

The school acquitted itself creditably at the public examinations. One out of two students sent up for the Pandits' Examination and three out of four sent up for the Moulvis' Examination passed, one of the Moulvis being placed in the first class. At the Vernacular Upper Secondary Examination 15 out of 30 were successful. At the Upper Secondary Teachers' Certificate Examination 22 out of 26 passed in the theoretical branch, and 15 out of 22 passed in the practical branch. In the theoretical and practical branches of the Certificate Examinations of the Lower Secondary Grade, 22 out of 28 and 17 out of 22 were successful. The number of students that went up for the Madras Government Technical Examinations in free-hand drawing, elementary grade, was 20, being the highest number that ever went up for the examination from the school, and 19 of these were successful. Three out of five also passed in free-hand drawing by the intermediate grade. The school sent up for the first time during the year three students each for the Technical Examinations of the elementary grade in clay modelling and painting and two passed in each subject. More time is allotted to art instruction in the curriculum of the Upper Secondary classes as revised at the beginning of the year, and it is expected that a still larger number of the students will appear in future for the Madras Government Art Examinations in the above subjects and also in design and geometrical drawing. The services, however, of a second instructor are necessary for making adequate provision for instruction in art in the two Training and the two Upper Secondary classes. The school sent a large number of exhibits to the Educational Exhibition of October 1908 and obtained certificates of merit for several of them.

The curriculum of the Upper Secondary classes was revised in important respects so as to bring it into consonance with the modern requirements of the teaching profession. Algebra and English History, which are not of much direct use to teachers in Vernacular Schools, have been left out and time was found for art work and sloyd in the curriculum. Instruction in Geometry, which consists of experimental and theoretical courses as well as in Arithmetic is now made more practical than before. The teaching of History including Civics in an elementary form and of Geography is made more rational and interesting. Instruction in object-drawing, clay-modelling and brush-work-begun in the Upper Secondary Training Class in the previous year, was continued during the year under report. A course of training in paper-folding and cardboard work for the teachers was

prescribed for the first time and it is proposed to teach paper-cutting and basket-weaving also.

A change was made in the system of practical teaching. Till July 1908 the teachers under training were entrusted with the teaching of one group of allied subjects to a class at a time, till every one had taught by turns all the subjects in the curriculum of the Vernacular Schools. Since July 1908 they have been given entire charge of a class for a definite period and required to teach all the subjects of the class under the supervision of one of the teachers of the staff of the Normal School. The change has proved beneficial, as it enables the teacher to gain greater insight into the methods of elementary education and greater self-reliance in his work.

The Practising or Model School attached to the Normal School rose in attendance from 187 to 211, the increase being due partly to the improved methods of teaching followed in the school and partly to the abolition of fees in the Primary classes. Both the subjects and the methods of instruction are reported to have led to perceptible improvement in the physical, intellectual and moral welfare of the children under instruction. A prominent place is given to nature-study from the Infant to the III Standard, to which are correlated all manual occupations and other lessons as far as possible. The school-garden has been a source of delight to the children.

The construction of a room 50′ × 25′ specially designed for the art classes, which was taken in hand in the previous year, was completed during the year under report. The room has yet to be equipped with necessary furniture and apparatus. There is not, however, sufficient accommodation for the school in the main building. The inconvenience arising from holding some classes in the building known as the Deputy Commissioner's quarters, and the unhealthiness of the site on which the present school building stands, seriously affect the progress of the school. Two spacious buildings in a more salubrious part of the city for the Normal School and the Practising School are urgently wanted. I hope Government will kindly sanction the necessary funds at an early date.

67. *The District Normal School, Kolar.*—The strength of the school rose from 34 to 40, of whom Mahomedans numbered 13. Thirty of the men under training were stipendiaries. At the Lower Secondary Examination 11 passed out of 26 sent up. So many as 14 students failed in Arithmetic. The results of the Certificate Examinations were better. Eight out of 16 passed the Teachers' Certificate Examination of the Primary Grade in theory and 7 out of 10 in the practical portion. A reading room and a debating society were opened during the year. The teachers receive instruction in paper-folding and other kindergarten occupations and attend the Sloyd class attached to the local High School.

68. *The District Normal School, Shimoga.*—There was a slight increase in attendance from 22 to 24, of whom 8 were Mahomedans. The average daily attendance fell from 18 to 15. At the Lower Secondary Examination 6 passed out of 14 sent up, and at the Certificate Examination of the Primary Grade only 3 out of 14 passed in theory, and all the 3 who went up failed in the practical portion. Brush-work and paper-folding were taught in the school, and specimens of work were sent to the Mysore Educational Exhibition and to the Nagpur Exhibition.

As the supply of young unpassed teachers of Government Schools has been almost exhausted, a proposal to convert both the District Normal Schools into purely training schools of the Lower Secondary Grade from the commencement of the next year has been recently submitted to Government.

69. *The Wesleyan Mission Girls' Normal School, Bangalore.*—There were 10 girls on the rolls against 8 in the previous year. The school under the able management of Miss Cooke was successful, 5 students out of 6 having passed in theory and 5 out of 6 again in the practical portion of the Certificate Examination of the Lower Secondary grade.

70. *The Maharani's College.*—In the Lower Secondary Training Class attached to the College, there were 12 girls on the 30th June against 5 in the previous year. Two girls passed both in the written and practical examinations, and one in the written examination only out of 4 sent up for each.

71. *Hostels for Normal Schools.*—The number of boarders in the Hindu Hostel attached to the Normal School at Mysore increased from 29 in 1908

to 45 in 1909. Of these 30 belonged to the Normal School, 9 to the Engineering School and the rest to other schools at Mysore. The boarders, as a rule, maintained good health during the year. The present building is unsuited both in respect of accommodation and surroundings. The managers are therefore obliged to shift the home frequently from one rented building to another. A spacious building in a healthy part of the city is required for the hostel. The number of boarders in the Mahomedan Students' Home at Mysore increased from 34 to 41, of whom 30 belonged to the Normal School and the rest to other schools in the city. The health of the inmates was good. One boarder was expelled from the Home for misconduct. The Home is popular and is availed of by many Mahomedan students from the mofussil. Three students of the Normal School at Kolar and 4 of the Normal School at Shimoga were boarders respectively in the hostels attached to High Schools in those towns.

(*b*) *Industrial Schools.*

72. *Industrial and Weaving Schools.*—The number of Industrial Schools increased from 19 to 20 and the number under instruction rose from 888 to 1,198, that is, by 310.

73. *Government Industrial School, Mysore.*—The number on the rolls decreased slightly from 240 to 232. There were 55 pupils in the pottery class, 71 learnt carpentry, 18 smithy, 26 machine work, 43 rattan work, and 19 drawing as a special subject. The school produced good results at the Madras Government Technical Examinations, having passed 54, with four in the first class, out of 97 sent up in the different subjects such as free-hand outline drawing, modelling, cabinet-making, geometrical drawing, painting, design, blacksmiths' work, and fitters' work. In the general education section, 130 students received instruction. The total expenditure on the school amounted to Rs. 39,922, the income from sales to Rs. 10,118, of which Rs. 1,637 was received by book adjustments, and the income from schooling fees to Rs. 189. No annual report has been received from the Superintendent of the school.

74. *Other Government Industrial Schools.*—The Industrial School at *Hassan* had 34 pupils against 28 in the previous year. Of the students of the school, 26 were pupils of the High School who attended the carpentry class for an hour every evening. The work of the school was greatly hampered by plague and famine. The school turned out work to the extent of Rs. 1,306 against Rs. 1,722 in the previous year, and obtained a certificate of merit at the Dasara Agricultural and Industrial Exhibition for articles of furniture exhibited by it. The Carpentry School at *Hole-Narsipur* increased in attendance from 26 to 35, of whom 28 were Brahmins and 7 other Hindus. Besides the regular pupils, 22 boys of the local Anglo-Vernacular School attended the Carpentry School. Articles to the value of Rs. 714 were manufactured. The expenditure amounted to Rs. 1,741 and the receipts to Rs. 388. The school won four certificates of merit for the exhibits sent to the Educational Exhibition of October 1908. There was a slight fall in the attendance of the Industrial School at *Channapatna* from 59 to 56. As in previous years, instruction was given in lacquer work, the making of musical wire, carpentry and blacksmiths' work and drawing. There are two courses of instruction in lacquer work, an advanced one of three years' duration and an elementary one of six months' duration for boys who cannot afford to stay long at school. There were fifty boys in the lacquer work section and six in the musical wire section. Twelve boys learnt carpentry, twelve learnt the art of making models in wood, pith and clay of fruits and vegetables, and five boys learnt blacksmiths' work. The value of articles made amounted to Rs. 1,034; the expenditure amounted to Rs. 2,956 and Rs. 1,120 realised by sales was remitted to the treasury. The school earned two silver medals at the Nagpur and Dhulia Exhibitions, three certificates of merit at the Mysore Educational Exhibition, and three money prizes and three honourable mentions at the last Dasara Industrial and Agricultural Exhibition. It is worthy of note that Miss Lyllington, L.R.C.P.&S., Bangalore, and Miss Lockwood, L.R.C.P.&S., Punjab, have each promised to give annually a prize of Rs. 10. For the development of the lacquer work industry a factory has been established at Channapatna. The factory, which is conducted on commercial principles, is financed by the local Co-operative Credit Society and gives employment

to the young men trained in the Industrial School. The energetic Superintendent has recently returned from a tour to Northern and Western India where he went to study the best processes of refining lac and manufacturing superior lacquer work. A night school attached to the institution gives instruction in reading, writing and arithmetic. A new Industrial School was opened at *Sagar* in January last. There were six boys learning carpentry and five blacksmiths' work. The amount spent was Rs. 1,495. The school did not get its supply of materials in time and was not therefore able to show good work. The school is located in the old Sayar Katte, which is not quite suitable for its purpose. The value of articles made amounted to Rs. 44, of which only Rs. 9 was realised and remitted to the treasury before the close of the year. The Industrial School at *Chitaldrug*, which was not in a satisfactory condition, was closed in January last.

75. *Aided Industrial Schools.—The M. E. Mission Industrial School, Kolar*, is one of the largest institutions of its kind. There was a fall in its attendance from 112 to 106, of whom 59 learnt carpentry, 5 blacksmiths' work, 8 masonry work and 34 were learning to make agricultural implements. The school was able to sell 100 ploughs during January, February and March 1909, and would have sold more if the demand could have been foreseen. Ornamental brass work for high class furniture was also taught. The demand for furniture continues great and taxes the school to its utmost limits. The Superintendent observes with regard to the use of machinery in the school that instead of militating against the instruction of students in hand-work, it facilitates such instruction since the machines are used not for the finishing but the more laborious work of cutting out material. It is to be regretted that the financial condition of the school has compelled the managers to reduce their attempts at theoretical and practical instruction in Agriculture. Janopakari Doddanna Setty's Dharma Pathasala or Free School, *Bangalore*, has an Industrial branch in which the boys receive instruction in free-hand drawing, carpentry and rattan work. The staff consists of a Superintendent who is a graduate and an able artist, and three assistants, one for drawing, one for carpentry and a third for cane-weaving. All the 253 boys of the school attend the Industrial branch, each boy receiving instruction for an hour and a half a week. The time allowed for industrial work is very short and cannot do much good. A monthly grant of Rs. 100 is paid to the school by Government for its industrial work. Of the small Industrial Schools in the Bangalore Circle, the school at *Srinivaspur* had 32 pupils learning carpentry, rope-making and matting; the school at *Bagepalli* had 15 pupils who were taught carpentry and tinsmithing, the school at *Goribidnur* had 26 pupils learning carpentry, and the school at *Magadi* had 23 pupils who were taught brass-founding. In the Mysore Circle, the Wesleyan Mission Industrial School at *Tumkur* declined in strength from 95 to 72 owing to the effects of famine. Of the pupils 66 were Native Christians. The subjects of instruction were, as in previous years, drawing, carpentry, blacksmiths' work, rattan work, wood-carving and rope-making. Two students who appeared for examination in geometrical drawing, elementary grade, passed, one of them being placed in the first class. Four out of five passed in free-hand drawing, elementary grade, three of them taking a first class. There was a growing interest among the students in drawing and many students purchased materials for themselves and practised drawing in their spare hours. The room for manual instruction was completed and opened during the year. The school had a large number of orders for wood and iron work and won a bronze medal at the Dasara Exhibition for carved wood-work. The Wesleyan Mission Industrial School for girls at *Hassan* rose in attendance from 88 to 117. All were taught the knitting of night caps, socks, stockings, vests and jerseys and practised the making of Hassan caps. Forty girls were beginners, but the remainder were quite proficient and turned out a quantity of saleable goods. A sewing class of five girls was opened and received instruction in accordance with the requirements of the Teachers' Sewing Examination lately established as a Local Examination. The school sent in exhibits for the Mysore Industrial Exhibition. St. Joseph's School at *Mysore* had ten pupils learning drawing, carpentry, music and gardening. The school at *Melkote* had 30 boys on its rolls, of whom 18 were Brahmins. Twenty-three of the boys learnt carpentry, and 7 weaving. The value of the work done during the year was Rs. 1,008, and the expenditure amounted to Rs. 3,264, of which Rs. 960 was contributed by Government. At the Dasara Agricultural and Industrial Exhibition of 1908, the school received a bronze medal

and a certificate of merit for a piece of fine silk coating cloth sent by it.

76. *Unaided Industrial Schools.*—The only unaided Industrial School was the Bamboo Bazaar Industrial School at Bangalore established by the Mahomedan Association on the 10th June 1908 in honour of the twenty-fourth birthday of His Highness the Maharaja. There is a night school attached to the school, which imparts religious and moral instruction. The Association proposes to construct a building for the school and has applied for a site for the purpose. It had 22 pupils who were taught carpentry and wood-turning.

77. *Weaving Schools.*—The Weaving School at *Dodballapur* had 33 pupils against 39 in the previous year. Twenty of the pupils learnt weaving, 13 carpentry and 5 learnt both. The work of the school suffered by an outbreak of plague which lasted for about five months from October 1908. The number of looms at work was 13. The expenditure amounted to Rs. 2,356 and the income from sales to Rs. 492. The school won two money prizes at the Dasara Agricultural and Industrial Exhibition of 1908 and two certificates of merit at the Ettiyarajapuram Samsthanam Exhibition. The Weaving School at *Molkalmuru* underwent a complete change of staff. The strength of the school was 28, the same as in the previous year. Of these 21 learnt weaving and 7 carpentry. There were 10 looms at work, of which four were pit-looms with fly-shuttle attachments. Two students were sent up for the Madras Government Technical Examinations in weaving, and both passed, and one out of two passed in cabinet-making of the Intermediate grade. The school secured a money prize for a *sadi* and two certificates of honorable mention for silk cloths and towels. The value of work turned out was Rs. 977. The expenditure amounted to Rs. 2,967 and the income realised by sales to Rs. 830. The attendance of the Weaving Institute at *Hole-Narsipur* increased from 26 to 44, of whom 30 were sons of weavers and two were Panchamas. At the Dasara Exhibition of 1908 a student of the school won a money prize in the Weaving Competition, and a money prize was also awarded for a plantain fibre carpet made in the school. The value of the different varieties of cloth made during the year amounted to Rs. 2,045 and the income from sales to Rs. 1,525. Mats of reeds with designs, bed mats, cushions, slippers, screens and boxes, all of bamboo, were made experimentally after Japanese patterns. The Institute has been doing very good work. The school at *Chiknayakanhalli* had 16 boys and two girls against 21 boys in the previous year. Ten boys and two girls learnt weaving and 8 carpentry. The usual varieties of cloth and articles of ordinary domestic furniture were made. Their value amounted to Rs. 1,499 against, 977 in the previous year. The expenditure amounted to Rs. 3,446 and the sales yielded Rs. 1,041. A whole, time Superintendent was appointed. The new building for the weaving class was approaching completion.

78. *Sericultural Inspectors.*—There are eight schoolmasters trained as Sericultural Inspectors, who in addition to their ordinary work in the school have been asked to instruct raiyats engaged in silk industry in their neighbourhood, in the improved methods of sericulture, the nature and causes of the diseases of silkworms, the measures for their prevention and cure and other matters connected with sericulture. The teachers at *Closepet*, *Channapatna*, *Mudavadi* in Kankanhalli Taluk, and *Sidlaghatta*, besides giving instruction to raiyats, taught sericulture in school to small classes, of which the strength varied from 8 to 12. The Inspector at *Kolar* did not open a class but continued to instruct raiyats in various towns and villages. The Instructor in *Mysore* had a class of 15 pupils, to whom he gave lessons on growing mulberry plants, rearing silk-worms and reeling silk. He has planted mulberry cuttings over an acre in the Deputy Commissioner's farm. He travelled through Chamrajnagar Taluk, lecturing on matters connected with sericulture to the raiyats, who are reported to have appreciated his teaching. The Instructor in *Malvalli* taught a class of 31 pupils and grew mulberry plants in the open yard behind a pupil's house. He visited 36 villages, giving notes on sericulture to the patels and other raiyats. The Instructor at *Kunigal* did no work, having been absent on leave throughout the year. By a recent order of Government it has been decided that all masters trained in sericulture should teach the subject both theoretically and practically in their schools as a part of nature-study.

79. *Demonstration Farms and School Gardens.*—The Agricultural Farm attached to the Mysore Normal School maintained its efficiency. The prescribed programme of practical work on the Farm was carried out. The students of the

Upper Secondary Training Class cultivated crops, those of the Lower Secondary Training Class did gardening, and those of the VII Class were given practice in field operations such as ploughing, harrowing, hoeing, weeding, harvesting and in handling machines. Two students of the Farm won prizes for ploughing at the competition held during the Dasara Exhibition of 1908. Among other crops jola, kar ragi, gingelly and ground-nuts were cultivated and the results were encouraging. The yield per acre of jola was 1,645 lbs., of kar ragi 937 lbs., and of ground-nuts 1,004 lbs. The total income of the Farm was Rs. 468 against Rs. 387 in the previous year. A Canadian plough with the latest improvements was bought. It is desirable to supply to the Farm a number of new and improved agricultural machines and implements of foreign manufacture which are suitable for use in this country. In connection with the local examinations an Examination in Practical Agriculture has been instituted and will be held for the first time in 1909. The Examination consists of two parts, (1) Written and (2) Oral and Practical. The Written Examination is intended to test the candidate's knowledge of (1) the different methods of cultivating crops, (2) the distinguishing features of insects ordinarily attacking crops, and (3) the most common insect pests and crop diseases. The Oral and Practical examination is intended to test the candidate's ability to use agricultural implements and machines and his familiarity with important varieties of grains, common insects and insecticides.

The flower and vegetable garden in the open yard of the hostel attached to the High School, Tumkur, and maintained by the boarders was in a good condition. There were small flower and vegetable gardens maintained in connection with several taluk and village elementary schools, but many of them suffered badly for want of rain.

(c) *Other Special Schools.*

80. *The Engineering School, Mysore.*—There were 18 students in the senior and 21 in the junior class against 22 and 16 respectively in the previous year. Twelve of the senior class appeared for the final examination conducted by the Board of Examiners appointed by the Chief Engineer and 11 met with success All the 21 of the junior class appeard for the examination conducted by the Board and 13 met with success. At the Elementary and Intermediate Technical Examinations of the Madras Government held in April 1909, 8 and 1 repectively passed in building, drawing and estimating, 10 and 2 respectively passed in building materials and construction, 4 and 1 passed in earth-work and road-making, all the 10 and 5 sent up passed in hydraulics and irrigation works. At the elementary examination 9 were successful in mensuration, 6 in bridge-work, 1 in mechanical drawing and 4 in applied mechanics. At the intermidiate and advanced examinations in surveying and levelling 6 and 1 respectively passed. Of the successful candidates 9 took a first class. In the examination held in November 1908, one student who appeared in geometrical and perspective drawing by the elementary grade passed. Three appeared in geometrical and perspective drawing, intermediate and 5 in free-hand and model drawing, elementary, but all failed. Ten scholarships have been sanctioned for the maintenance of those who pass the examination prescribed for Sub-Overseers and Draughtsmen on Government works for a year to enable them to acquire practical training.

81. *Commercial Schools.*—The aided Commercial School, Bangalore, under the management of Mr. G. C. Lakshminarnaïya is doing good and useful work. It increased in strength from 44 to 50, 7 of the pupils being girls. Of the pupils 29 were Brahmins, 9 were Europeans and 6 were Native Christians. The number of subject-pupils rose from 102 to 134, of whom 40,30,24 and 16 learnt type writing, short-hand, book-keeping and accountancy and commercial correspondence and office routine respectively. The other subjects taught were banking and currency including political economy, commercial and industrial law and lastly commercial geography and history. These subjects were learnt by 11, 7, and 6 pupils respectively. The school secured good results at the several examinations for which it presented pupils. At the Madras Government Technical Examinations of the elementary grade 4 out of 14 passed in the second class in different subjects. At the examination conducted by the National Union of Teachers, London, 16 passed out of 20, 3 being placed in the first class and 13 in the second. At the examinations held by the Midland Counties' Union of Educational Institutions, 19 passed out of 22, 7 being placed in the first class and 12 in the second class. At the

examination held by the London Chamber of Commerce 2 passed out of 5, one in the first class and one in the second class. The state of the school reflects great credit upon Mr. Lakshminaranaiya.

The attendance of the *Hardwicke Commercial School*, Mysore, increased from 10 to 25, the average daily attendance being 11. The managers have secured the services of an efficient instructor from Trichinopoly. Type-writing was learnt by 25, short-hand by 6, and book-keeping by 5 students. At the Madras Government Technical Examinations held in April 1909, 4 passed in type-writing, elementary, and 2 passed in type-writing, intermediate.

82. *The schools for Deaf-mutes and the Blind.*—The school for the Deaf-mutes and the school for the Blind at Mysore are doing good work. The former had 13 pupils on its rolls, of whom 2 read Kannada Reader II, 1 Kannada Reader I and 4 read the Primer, and were able to write to dictation easy words and sentences and work sums of simple multiplication. The remaining 6 students could pronounce easy words and sentences. All the 13 pupils learnt rattan work, 3 knitting, 5 drawing and clay modelling and 6 weaving. There were 13 pupils in the school for the Blind. Four of the pupils read the IV and V Kannada Readers and portions of the Ramayana and Mahabharata, and worked sums of simple fractions. Three of these 4 also learnt English. Four read Kannda Reader II and Reader I and knew addition and subtraction. Music was also taught and was the one subject which the boys liked best. The school was visited during the year by several distinguished people from Bombay, who gave handsome donations to the hostel. Two experienced teachers were deputed by the Baroda State to study the methods of instruction. At the last Dasara Exhibition the schools obtained 4 certificates for rattan work, 4 for clay modelling, and 2 for the weaving of checks and corduroy. For these and similar other fabrics they also received a bronze medal and a certificate of merit from the Nagpur Exhibition. There were 12 boarders in the hostel, who were fed and clothed free of cost. More help from the public and better accommodation will enable the managers to widen the sphere of usefulness of the two institutions which richly deserve the benevolence and sympathy of the public. The members of the Committee and especially the energetic Secretary deserve great credit for the efficient state of both the schools.

83. *Damodardas Scientific Research and Technical Scholarships.*—Altogether five graduates were awarded Damodardas Scholarships to the end of the year under report. Mr. N. S. Subba Rao, B.A., a native of Mysore, was granted a scholarship of £265 per annum for a period of three years with effect from 1st October 1905, to enable him to study in Cambridge for the History and Economics Tripos. Mr. Subba Rao took a first class and returned to India in August 1909. During the period of his stay in England Mr. Subba Rao also qualified himself for the bar. Mr. S. Subba Rao B.A., M.B.C.M., also a native of Mysore, was the second graduate selected for a Damodardas scholarship. He was awarded a scholarship of £200 per annum for a period of one year from 1st April 1908 to enable him to study for the D. P. H. Degree in England. His scholarship has been continued for a further period of two years to enable him to study for the F. R. C. S. Degree. Three graduates, Messrs. Ajit Mohan Sen, B.Sc, S. Raghavendra Bao, B.A. and S. Venkatasubba Chetty, B.A., were awarded Damodardas Scholarships in the year 1908. Mr. Ajit Mohan Sen, who had completed his course as a Government of India Scholar, was granted a scholarship of £200 per annum for post-graduate study of Mining and Metallurgy for a period of one year from 1st October 1908. Mr. Sen has finished his course and taken the M. Sc. Degree of Birmingham. Mr. S. Raghavendra Rao, B.A., a native of Madras, has been given a scholarship of £200 per annum for studying Mining and Metallurgy at Birmingham for a period of two years from 1st October 1908. Mr. S. Venkatasubba Chetty, B.A., a Sub-Assistant Engineer of the Mysore Public Works Department, has been given a scholarship of £790 in all for a period of 27 months from 1st January 1909, to enable him to study Electrical Engineering at the Faraday House, London, and receive practical training on works according to a programme kindly drawn up by Dr. Alfred Hay of the Indian Institute of Science.

84. *Technical Scholarships.*—The scholarships falling under this head are held in Professional and Technical Institutions in British India. Of the scholarships

in force, 4 were held in the Teachers' College, Madras, 5 in the Engineering College, Madras, and Science College (Poona) together; 11 in the Medical College, Madras, 11 and 3 in the Veterinary Colleges at Bombay and Madras respectively; 2, 1 and 3 in the School of Arts at Madras, Calcutta and Bombay respectively; 10 in the Victoria Jubilee TechnicalInstitute, Bombay; 2 in the Agricultural College, Nagur; and 9 in the Forest School, Dehra Dun.

85. *Sanskrit Schools.*—The number of Sanskrit schools decreased from 43 to 41, of which one was a Government school, 36 were aided and 4 unaided schools. The number of pupils on the rolls on the 30th June was 1,091, being 153 less than in the previous year. There were 2,137 pupils in other public institutions and 149 pupils in indigenous schools who learnt Sanskrit. The total number of pupils learning Sanskrit was 3,377, showing a decrease of 333 pupils. The Sanskrit schools depend for their attendance upon the sons of Vaidika Brahmins, who are as a class poor and are becoming conscious that proficiency in Sanskrit language and literature, however high, is not of itself a sufficient equipment for the battle of life under present conditions. These schools are therefore gradually deteriorating both in strength and standard of instruction. In the Bangalore Circle, the Sanskrit schools at Kalkunte, Mandikal and Muttur are reported to have made fair progress. In the Mysore Circle, the Saradavilasa Pathasala with 178 pupils and the Sadvidya Pathasala with 86 pupils, both at Mysore, are reported to have been in good condition. The Pathasalas at Nanjangud, Belur, Channarayapatna, Kigga and Kalasa are reported to have done fairly well. The Pathasala at Honnavalli, which was an unaided school in 1908, was brought on the list of aided schools during the year, and the condition of its higher classes is reported to have been satisfactory.

CHAPTER VII.—Female Education.

86. *Number and strength of girls' Schools.*—There was an improvement both in the number and strength of public institutions for girls. The number of institutions increased from 259 to 272. One of the institutions was a College, two were High Schools, one being departmental and the other aided, 51 were Middle Schools of which 30 were departmental, 20 were aided and 1 was unaided; 215 were primary schools, of which 149 were departmental, 61 were aided, and 5 were unaided, and 3 were special schools. The number of girls in public institutions alone rose from 14,006 to 15,395 or by nearly 10 per cent. There were 4,973 girls in public institutions for boys and 1,070 girls in indigenous schools. There were altogether 21,438 girls at school or 2,339 more than in the previous year. This advance in the attendance in girls' schools is a matter for congratulation. The table showing the number and strength of girls' schools is given in Appendix B (23).

87. *Percentage of Girls' under instruction.*—The percentage of girls under instruction to girls of school-age, which fell from 4·76 to 4·72 in the previous year, rose to 5·29 in the year under report.

88. *Expenditure on Girls' Schools.*—The expenditure on female education amounted to Rs. 2,20,850, which was Rs. 22,855 more than the amount spent in the previous year. Towards this total expenditure the State revenue contributed Rs. 1,44,322, the Local Funds Rs. 7,354, the Municipal Funds Rs. 2,179, fees levied in schools for European and Eurasian children Rs. 3,033 and all other sources Rs. 63,962. Of the increase in expenditure, Rs. 8,296 was borne by Government and Rs.13,595 by private agencies. The cost of the Maharani's College amounted to Rs. 43,986 from the State Funds. Of the amount spent by private agencies on girls' schools, the Wesleyan Mission contributed Rs. 31,551, the London Mission Rs. 4,682, the Roman Catholic Mission Rs. 11,051, the Methodist Episcopal Mission Rs. 5,816, the Church of England Zenana Mission Rs. 1,032 and all other agencies Rs. 9,830.

89. *Results of public examinations.*—Mrs. K. Subbamma, an Assistant Mistress of the Maharani's College appeared for and passed in the English Language Division of the B. A. Examination and won the Grigg Medal. Two out of 4 sent up by the same institution passed the Matriculation Examination. One more student, Sundaramma of the same institution, a native of Bombay, passed the Sanskrit

Branch of the Pandits' Examination. She is the first female candidate to pass that examination. From all the girls' schools in the State, 12 out of 24 examined, passed the English Lower Secondary Examination, seven of them passing in English only. Of the successful girls, the Maharani's College passed 3, the London Mission Boarding High School, Bangalore, and the Convent School, Mysore, passed 2 each, Saint Joseph's Convent Girls' School, Champion Reefs, and the Methodist Episcopal Mission Girls' School, Kolar, passed 1 each, and 3 were private candidates. At the Vernacular Lower Secondary Examination, 37 out of 92 examined were successful, 2 being placed in the first class. The Maharani's College, which passed 5, the Government Girls' School, Chitaldrug, which passed four, and the Wesleyan Mission Orphanage Hassan, the Hindustani Girls' School Sultanpet, Bangalore, and the Methodist Episcopal Mission Girls' School, Kolar, which passed three each, were the most successful institutions. At the Teachers' Certificate Examination of the Lower Secondary Grade, 8 were successful in the written examination and seven in the practical portion. Two female candidates were examined in a special examination for sewing, and both passed and were placed in the first class. At the Madras Government Technical Examinations, 1 female candidate from the Commercial High School Bangalore passed in the theory and practice of Commerce and was the only successful candidate of her sex for the whole Presidency.

90. *Boards of visitors for Girls' Schools.*—In March 1891 with a view to make female education popular, Government appointed committees for every girls' school maintained from State Funds. It was intended that these committees should be purely advisory bodies and not take over from Government or the Head of the Department any portion of the control and management of the schools. The rules made by Government for the guidance of the committees were however, misunderstood by some of the committees, which assumed powers that were never intended to be given to them. To remove misunderstandings in future, Government have by their Order No. 10357—Ed.—229-07-2, dated 16th April 1908, changed the designation of the committees to "Boards of Visitors" and have clearly stated that their functions are purely advisory. The old rules for the guidance of committees have also been revised and the functions of the committees have been defined more clearly than before. The Boards of Visitors for the Maharani's College and the Girls' Schools at district head-quarters have been appointed by Government, and those of the girls' schools at taluk head-quarters are in course of being appointed. There is nothing to prevent the appointment of ladies interested in the cause of female education on the Boards of Visitors.

91. *The Maharani's College, Mysore.*—The strength of the institution which rose from 372 to 406 in 1907-08 fell to 323 in 1909. The fall in the strength is due to the fact that the names of irregular and unsatisfactory pupils that used to swell the rolls were removed when the Primary Department was re-organised last year. Though the total number on the rolls is 323 against 406 in 1908, the average daily attendance for the year was 253 against 258 in 1908, and the percentage of attendance rose from 63·2 in 1908 to 78·3 in 1909. It is much better in the interest of sound education that the names of irregular and inattentive pupils should be promptly removed than that they should be kept on to swell the number on the rolls. Of the total number on the rolls 253 were Brahmins, 10 Vaisyas' 13 Lingayets, six Jains and 41 other high caste Hindus. Exclusive of 1 pupil in the Intermediate Class, 4 in the Oriental Classes and 12 in the Training Class, the institution contained 19 pupils in the High School, four in the VI Form, 6 in the V, 3 in the IV and 6 in the Intermediate Form. Four girls read English only in the III Form. There were 287 girls in the Vernacular department comprising 41 against 40 in the Middle standards, 29 against 47 in the Upper Primary standards and 217 against 284 in the Lower Primary standards. The fall of attendance in the Upper Primary classes was due to better classification and the removal of irregular pupils. The results obtained by the institution have already been given above. The High School forms were examined in October 1908 and the other classes in November following. Mathematics, General Knowledge and Map-drawing needed greater attention in the High and Middle departments. After the introduction of Kindergarten methods into the Primary classes of the institution, these classes, which had long been neglected, were all brought together

into the southern block of the building and placed under a seperate Headmistress. Mrs. Srirangamma, B.A., has proved a sympathetic and energetic Headmistress. The Headmistress has been given a free hand in the internal management of the Primary department. She enforces attendance, grants leave, regulates the classification, promotion and admission of pupils, maintains discipline and is responsible for the progress of the Primary department. The Lady Superintendent of the College has been given general supervision over the work of the Primary department. More rational school hours have been adopted for the primary department from 7-30 to 10-30 A.M., and from 3 or 3-30 to 5 or 5-30 P.M., in place of the old hours from 11 A.M. to 2 P.M., when little children had to go to and return from school in the heat of the day. The time-tables were revised on up-to-date principles, and games, songs, drawing, brush-work and modelling were provided chiefly in the afternoon hours. I regret to notice that the direct method of teaching English introduced into the II Class by Miss Hart has already been permitted to fall into disuse.

92. *The London Mission Girls' High School, Bangalore.*—This school, which has been placed under an able and accomplished Lady Superintendent Miss Butler had 73 pupils, of whom three were in the VI, two in the V and two in the IV Form, the rest being in the Middle School section. Two girls appeared for the Matriculation Examination and both failed. The school did better at the Lower Secondary Examination, having passed all the five girls sent up. The school was inspected by the Circle Inspector in September 1908 and is reported to have a good staff of teachers and to be in a highly efficient state.

93. *Anglo-Vernacular and English Middle Schools.*—The number of Anglo-Vernacular Schools was 7, the same as in the previous year, but the number of pupils decreased from 798 to 618 or by 180 pupils. The number of pupils who learnt English was 438 against 375 in the previous year. The London Mission Boarding Girls' School, Bangalore, had 66 pupils learning English in the Middle School Department and was in a satisfactory condition. The Wesleyan Mission Boarding Girls' School had 59 Native Christian pupils, of whom 6 were boys. Of these 48 learnt English. Five other schools, which are intended mainly for European and Eurasian children are dealt with in Chapter VIII.

94. *Kannada Middle Schools for girls.*—There were 33 Kannada Middle Schools with 3,673 pupils against 32 schools with 3,474 pupils in the previous year. The average monthly number and the average daily attendance advanced from 3,271 to 3,465 and from 2,238 to 2,473. The distribution of the pupils according to stages shows that there were 282 in the Middle stage, 578 in the Upper Primary stage, and 2,813 in the Lower Primary stage. Of the total number of schools, Bangalore had 5, Kolar 4, Shimoga 1, Chitaldrug 3, Mysore three, Tumkur twelve, Hassan two, and Kadur three. The Aryabalika Pathasala, *Bangalore*, increased in strength from 236 to 252, of whom 29 learnt English against 43 in the previous year. It is disappointing that all the 8 girls who presented themselves from the Aryabalika Pathasala for the Lower Secondary Examination failed. The Government Girls' School, *Bangalore*, had 274 pupils or 23 more than in the previous year. Forty-two learnt English. Two out of 5 pupils sent up passed the Lower Secondary Examination in Kannada. All the teachers of the school were given instruction in model lessons once a week during the year by the Kindergarten Instructor. The Chamarajapete Girls' School, *Bangalore*, with 136 pupils, of whom 20 learnt English, presented no pupils for the Lower Secondary Examination. The Malleswaram Girls' School, *Bangalore*, rose in attendance from 38 to 50 and was housed in a more suitable building and separated from the Boys' School. The Siddikatta Wesleyan Mission Girls' School, *Bangalore*, had 256 pupils or 44 more than in the previous year, but none of the five that went up for the Lower Secondary Examination were successful. The managers improved the instruction of the primary classes on Kindergarten principles, and arranged for normal lectures being given to the teachers on improved methods of teaching. The Government Girls' School, *Kolar*, was in a fairly good condition. The state of the M. E. Mission Girls' School in the same town was highly satisfactory. This was one of the first schools in the State to adopt Kindergarten methods of instruction for the primary classes. Four out of 11 passed the Lower Secondary Examination from the school. The Government Girls' School, *Shimoga*, suffered on account of plague during the latter part of the year, and the

single girl sent up for the Lower Secondary Examination failed. The Government Girls' School, *Chitaldrug*, with 142 pupils was in a satisfactory state, and passed all the four pupils sent up for the Lower Secondary Examination. The Wesleyan Mission Victoria Girls' School, *Mysore*, under the able and sympathetic management of Miss Parsons, the Lady Superintendent, continued to maintain its efficiency and popularity and did excellent work. The accommodation, furniture and apparatus of the school were excellent. It had 223 pupils on its rolls. A class of grown-up girls was formed, who received instruction in conversational English, needle-work, drawing, sewing, physical culture and first aid. The pupils are being prepared for domestic duties and to teach in girls' schools. The Government Girls' school, *Nanjangud*, with 109 pupils showed good progress, but was badly housed. The school at *Chamrajnagar* improved considerably under the present Mistress but was held in an unsuitable rented house. The Wesleyan Mission Orphanage Girls' School, *Hassan*, increased in attendance from 87 to 117 and passed 3 out of 6 girls sent up for the Lower Secondary Examination. The Vanivilas Girls' School in the same town showed increased strength and a fair amount of progress. The new building of the school was completed during the year. The Wesleyan Mission Fort Girls' School, *Tumkur*, with 250 pupils on its rolls passed two pupils at the Lower Secondary Examination and was in a satisfactory condition. The Wesleyan Mission Petta Girls' School in the same station with 145 pupils passed one pupil at the Lower Secondary Examination. The other Kannada Girls' Schools in the Tumkur District are reported to have been in a fair condition. The Government Girls' School, *Chikmagalur*, which suffered heavily in attendance in the previous year, recovered its strength and showed satisfactory work. The school passed two girls at the Lower Secondary Examination. The rented school house was improved.

95. *Kannada Primary Schools for girls.*—The primary schools for girls increased from 144 to 147, which includes one Tamil and one Mahartti School. Of the total number of schools, Mysore had the largest number, namely 36, and Kadur the smallest number, namely 5. Of the remaining districts, Bangalore had 30, Shimoga 20, Tumkur 19, Kolar 12, Hassan 14, and Chitaldrug 11. The number of pupils in Primary Schools rose from 6,964 to 7,713 or by 749. The average monthly and average daily attendance were also better than in the previous year, being 7,334 and 5,010 respectively. Of the total number of girls, 37 had reached the Middle stage and 605 the Upper Primary stage.

96. *Home education classes.*—The home education classes working in connection with the Empress Girls' School, Tumkur, were attended by 31 pupils or 6 less than in the previous year. The Headmistress of the girls' school was not able to test the progress of these classes. The local Lingayets are desirous of having a teacher to continue the education of the grown-up girls of their community in their homes.

97. *Scholarships for widows.*—As in the previous year, 37 State scholarships were awarded to widow pupils in Government and Aided girls' schools. Two of the scholarship-holders were in High Schools, and the others in Anglo-Vernacular and Vernacular Schools. The expenditure on these scholarships was Rs. 2,324. The list of scholarships was revised in April 1909.

CHAPTER VIII.—Education of Europeans.

98. The number of schools mainly intended for European children was 6 as in the previous year, but their strength slightly fell from 454 to 435, of whom 170 were boys and 265 were girls. Of the boys 163, and of the girls 244 were children of the European community. There were 22 boys and 16 girls of this community in other institutions. There were altogether 185 boys and 260 girls of European parentage. The results of public examinations compare unfavourably with those of the previous year. Three passed the Lower Secondary Examination and one passed in the first class in Commercial subjects at the Madras Government Technical Examinations.

The Fort English School, *Bangalore*, had only 22 pupils against 46 in the previous year, many of the grown-up pupils having withdrawn. A trained Headmistress was appointed and steps were taken to improve the school. *The*

Kolar Gold Fields School was attended by 84 boys, of whom 3 were Native Christians, and by 54 girls. The school was in a satisfactory condition. The *Convent School, Champion Reefs*, is also reported to have been in a satisfactory condition and to have been attended by 44 boys and 109 girls, of whom 4 were Native Christians. *The Convent Girls' School, Mysore*, fell in strength from 12 boys and 59 girls to 7 boys and 49 girls, of whom 2 were Parsis. The school had a Fourth Form of four pupils and passed the two girls sent up for the Lower Secondary Examination. In the *St. Bartholomew's School, Mysore*, there were 9 boys and 13 girls, of whom 6 were European and 7 were Parsi girls. The school needed improvement. *The Southern Mahratta Railway School, Bangalore*, had 18 boys and 26 girls, all being European children in the Middle stage.

CHAPTER IX.—Education of Mahomedans.

99. *Number of Mahomedans under instruction.*—There was an increase in the number of Mahomedans under instruction from 15,481 to 17,987, of whom 13,762 were boys and 4,225 were girls. Of the boys, 9 were in Colleges, 8 in the Moulvis' Classes, 130 in High Schools, 1,836 in Anglo-Vernacular Schools, 2,990 in Vernacular Middle Schools, 7,708 in Primary Schools, 54 in Training Schools, 116 in other Special Schools and 911 in Indigenous Schools. Of the girls, 852 were in Vernacular Middle Schools, 3,183 were in Primary Schools and 190 in Indigenous Schools.

100. *Percentage of Mahomedan pupils.*—The total Mahomedan male and female population of school-age is 21,097 and 19,122 respectively. The percentages of boys and girls of school-age under instruction were 65·2 and 22·1 respectively against 56·39 and 18·73 in the previous year, showing an advance in the percentages for both sexes.

101. *Number and strength of Anglo-Hindustani and Hindustani Schools.*—The number of schools for Mahomedans remained at 302 as in the previous year, but there was an increase in their strength from 11,105 to 13,110, of whom 113 belonged to other communities. The gain of 2,005 pupils is gratifying. Of the total number of schools 223 were for boys, of which 6 were Anglo-Hindustani Schools, 37 were Taluk Middle Schools, 179 Primary Schools, including 25 village elementary Schools, which were of the Middle School Standard, and one was an Unaided Industrial School. For the girls alone there were 79 schools, of which 11 were Middle Schools and 68 Primary Schools.

102. *Results of public examinations.*—One Mahomedan student passed the Second Language Division and the Science Division (Geology) of the B. A. Degree Examination and another the F. A. Examination from the Central College. Three Mahomedans were successful at the Matriculation Examination. At the Madras Government Technical Examinations 8 students passed in different subjects. At the Moulvis' Examination 3 out of 4 were successful, and at the Upper Secondary, English Lower Secondary and Vernacular Lower Secondary Examinations 8, 18 and 72 Mahomedan boys respectively met with success. At the Teachers' Certificate Examinations, 2 passed by the Upper Secondary grade and two by the Primary grade. Nine girls were successful at the Lower Secondary Examination.

103. *Anglo-Hindustani Schools.*—The total strength of the Anglo-Hindustani Schools increased from 755 to 986, and the number learning English from 185 to 201. The school at *Mysore* ranked first both in strength and efficiency and had 283 pupils, of whom 69 learnt English. It sent up 25 boys for the Lower Secondary Examination, of whom 3 passed with English as the first language, and 12 with Hindustani as the first language. Eight of the latter took English as an optional subject. The Anglo-Hindustani School at *Bangalore* had 143 pupils, of whom 37 learnt English. The school sent up 7 boys for the Lower Secondary Examination of whom 2 passed with English as an optional subject. In such an important centre of Mahomedan population the school ought to produce better results. The Anglo-Hindustani School at *Channapatna* had a substantial increase in attendance from 99 to 147 of whom 28 learnt English. Three out of 5 sent up passed the Lower Secondary Examination with English as an optional subject. The rise in the strength of the *Kolar* Anglo-Hindustani School from 90 to 150 is noteworthy, but the school was not up to the mark. Only 1 out of 3 passed the Lower Secondary Examination. Of the 130 on the rolls of the Anglo-Hindustani

School at *Tumkur* 20 learnt English. All the three that went up for the Lower Secondary Examination passed and the state of the school was slightly better than in the previous year. The Anglo-Hindustani School at *Chitaldrug* had 133 on its rolls and sent up 5 boys for the Lower Secondary Examination, of whom 3 passed, 1 being placed in the first class.

104. *Hindustani Middle Schools for boys.*—There was a nominal decrease in the number of Middle Schools from 47 to 37, some of the Village Elementary schools of the Lower Secondary standard being classed with Primary Schools, as all Village Elementary schools are treated as Primary Schools irrespective of their standard. But notwithstanding the decrease in the number of schools, the number of pupils increased from 2,508 to 2,827, of whom 223 were in the Middle, 465 in the Upper Primary, and 2,139 in the Lower Primary stage against 204, 459 and 1,845 in the previous year. The schools which had the largest attendance and which were in a satisfactory condition were those at Chikmagalur, Sira, Closepet, Shimoga, Hassan, Kunigal and Chamrajnagar with 157, 155, 135, 109, 105, 104 and 102 pupils respectively. The schools at Mulbagal, Bowringpet, Bagepalli, Malvalli, Yedahalli and Honnali are reported to have been inefficient.

105. *Hindustani Primary Schools for boys.*—The number of schools increased from 173 to 179 and the number of pupils from 5,103 to 6,024. The average monthly number on the rolls increased from 4,800 to 5,278 and the average daily attendance from 3,486 to 4,149. Of the total number 70 were in the Middle, 794 in the Upper Primary, and 5,160 in the Lower Primary stage. The distribution of schools by districts shows that Bangalore had 45, Kolar 31, Tumkur 20, Chitaldrug 15, Mysore 34, Hassan 11, Shimoga 17 and Kadur six.

106. *Hindustani Girls' Schools.*—There were 79 schools with 3,251 pupils against 76 with 2,722 pupils in the previous year. Of the total number of schools, 11 were *Middle Schools*, 4 of them being in Bangalore, 2 each in Mysore and Kolar, and 1 each in Hassan, Kadur and Shimoga Districts. The number of pupils in Middle Schools rose from 425 to 785, of whom only 37 were in the Middle stage. The Government Girls' School, Sultanpete, *Bangalore*, had 94 girls and sent up 4 girls for the Lower Secondary Examination, of whom 3 passed. The Lashkar Mohalla Girls' School at *Mysore* is reported to have been in a satisfactory condition. It had 93 girls and 2 out of 3 of its pupils passed the Lower Secondary Examination. The Church of England Zenana Mission School, *Mysore*, with 67 girls continued to do good work and sent up 3 girls for the Lower Secondary Examination, of whom 2 passed. The schools at *Closepet*, in Syed Wadi at *Channapatna*, at *Dodballapur*, *Chikballapur* and *Hassan* with 82, 96, 55, 54 and 70 pupils, respectively, were in a satisfactory state. The number of *Primary Schools* was 68 as in the previous year. Of these, 11 were in Bangalore, 17 in Mysore, 10 in Tumkur, 13 in Kolar, 5 in Hassan, 2 in Kadur, 4 in Shimoga and 6 in Chitaldrug. The number of pupils in Primary Schools was 2,466 against 2,297 in the previous year. Of the 2,466 girls, 231 were in the Upper Primary stage. The Village Elementary schools at Huliyurdurga in Kunigal Taluk, Lakkur in Nelamangala Taluk, and Bilenarasapura in Hoskote Taluk were in excellent condition.

107. *General remarks.*—The number of untrained and unpassed teachers was slightly reduced from 144 to 133. Of the total number of Mahomedan teachers, namely, 484, 4 have passed the Matriculation Examination, 8 the Moulvis' Examination, 40 the Teachers' or Upper Secondary Examination, 209 the Middle School, Lower Secondary or Pupils' Examination, 22 the Teachers' Certificate Examinations and 3 the Special Madras Upper Primary Examination. Of the rest, 23 were unpassed but trained, 133 were both unpassed and untrained. The greatest difficulty in the way of improving Hindustani boys' schools is the absence of an adequate supply of teachers who have received a fairly good general education. Many of those that are already employed are averse to undergo any kind of training. The difficulty is still greater in the case of schools for girls.

108. *Mahomedan scholarships.*—Thirty-five of these scholarships were awarded during the year, 6 in College classes, 28 in High School forms, and one in the Middle School. The amount allotted for these scholarships is Rs. 1,440 a year; the disbursements during the year amounted to Rs. 1,362. The list of Mahomedan scholarships was revised in April 1909. Six Mahomedan students who are

natives of Mysore held scholarships of the value of Rs. 25 each in the M. A. O. College, Aligarh, and the expenditure on these scholarships amounted to Rs. 1,075 against Rs. 1,325 in the previous year. A scholarship of £250 per annum tenable for three years was awarded to Mir Basith Ali, a Mahomedan of good family, to enable him to study in Cambridge and qualify for the Bar in England.

CHAPTER X.—Pallegar Scholarships.

109. According to the existing rules the lowest form in which these scholarships are tenable is the III Form of an Anglo-Vernacular School. But hardly any boy belonging to a Pallegar family rose to that form. As no applicant eligible for a scholarship came forward, no scholarships were granted during the year, but a scholarship granted in the previous year to a boy in the III Form was continued for another year and a sum of Rs. 48 was spent out of Rs. 840 allotted for the purpose. A relaxation of the rules by which scholarships may be granted to boys below the III Form is necessary, if the scholarships are to benefit the sons of Pallegar pensionaries.

CHAPTER XI.—Education of Depressed Castes and Lambanis.

110. *Depressed castes.*—The number of schools for depressed castes like Holeyas and Madigas decreased from 82 to 81, and their attendance from 2,256 to 2,022, of whom 375 were girls. Of the 81 schools, 43 were departmental, 34 were aided and 4 were unaided. There were 17 of these schools in the Bangalore District, 12 in Kolar, 6 in Shimoga, 3 in Chitaldrug, 20 in Mysore, 20 in Tumkur, 2 in Hassan and 1 in Kadur. Among Government schools, the Panchama School at Kolar was the most flourishing. The schools at Malvalli, Sira, Kodigenahalli and Hebbur reached the Middle stage. At Malvalli a few Panchama boys have commenced to learn English and an application has been received for an English school from the Panchamas of Closepet. The schools for the Panchamas suffered badly on account of the prevalence of famine. There is wide scope for new Panchama schools all over the Province especially in the Western Circle.

111. *Lambani Schools.*—The number of Lambani Schools fell from 13 to 11 and their strength from 223 to 203, of whom 18 were girls. Shimoga had the largest number of these schools, *viz.*, 7, Tumkur had 2, Hassan and Chitaldrug had 1 each. The school at Marundi in the Hassan District and the one at Kaduranahalli in the Tumkur District were not working, as, on account of the famine, the Lambanis had deserted their villages.

CHAPTER XII.—Village Indigenous Schools.

112. The Village Indigenous Schools are schools which do not follow the standards prescribed by the Department. The returns received from the Deputy Commissioners show a substantial rise in the number of these schools from 1,780 to 1,943 and in their strength from 21,492 to 25,757. Of the schools, 1 was returned as an Arabic or Persian school, 5 as Sanskrit Schools, 1,771 as Vernacular Schools and 7 as Koran Schools. All other schools numbered 159. Particulars of these schools are given in Appendix B (27 to 29).

CHAPTER XIII.—Books.

113. *The Text-book Committee.*—There was one general meeting of the Text-book Committee, at which the annual report was read and adopted, and there were three meetings of the Kannada, Sanskrit and the Hindustani, Persian and Arabic Sub-Committees, at which the text-books for the Lower and Upper Secondary Examinations and the Pandits' Examination were recommended. The curriculum of studies for the Pandits was also revised and the recommendations of the Sub-Committee were approved by the Board of Examiners. The revised curriculum will come into operation from 1911.

During the year 65 publications received for patronage were reviewed and reported upon. A book of Kindergarten songs and games in Kannada, and a revised edition of Amarakosa Kanda I with Notes were printed. The following books were ready for the press:—(1) Padyasara Part II, revised edition; (2) a Kannada translation of Tales of Indian Chivalry by Professor MacMillan, with illustrations; (3) Balabhuvivarane, revised edition to be printed with illustrations; (4) a Hindustani translation of Kannada Object Lessons Part I, by Abdul Gaffur; (5) a Collection

of Prayers in Sanskrit and Kannada; (6) a book of Devotional Songs and Verses, Moral Verses inculcating daily duties of children, and Religious Stories explaining Puranic scenes.

114. *The work of the Kannada Translator.*—During the year the Kannada Translator was able to (1) review 62 books received for patronage and 57 publications received for registration; (2) to revise and pass through the press eight Departmental text-books; (3) to draw up a Review and Analysis of Publications registered during the calendar year 1908; (4) to translate Departmental notifications and circulars; 5) to make a compilation of Devotional Songs and Verses in connection with the introduction of religious and moral instruction into the schools of the State; (6) to write 14 stories, to explain Ravi Varma's Puranic pictures and 45 Religious and Moral stories; and (7) to prepare the annual report of the Text-Book Committee for the year 1908-09.

115. *The Educational Library and Museum.*—The Library had 5,613 volumes on the 30th June, including 298 volumes added during the year. The collection comprises books on the history of education, principles of education, methods of teaching, manual training, and Kindergarten and school books presented by publishers. Among the books added during the year were books dealing with moral instruction, Harmsworth's Encyclopedia in ten volumes, the World of To-day in six volumes, the Universal Geography in 19 volumes. A set of interesting and instructive stereoscopic views of the important countries of the world is placed in the Library, and some of the best educational journals and magazines are also subscribed for. The number of volumes issued was 740 and the number of visitors to the Library was 450. Rupees 997 was spent during the year in purchasing books, journals and magazines.

116. *The Oriental Library, Mysore.*—During the year under report, 234 printed volumes and 267 manuscripts were added to the collections of the Library. The number of printed volumes at the end of the official year was 7,888 and that of manuscripts was 6,900. Out of Rs. 4,000 being the annual grant for purchase of printed works and manuscripts, Rs. 1,710 was spent in purchasing copies of Sanskrit works by way of encouragement to the publishers. The year's collection of manuscripts comprises mostly old manuscripts purchased in Mysore and in other parts of India, and to a small extent new transcripts of rare works borrowed. Of the Sanskrit manuscripts collected, Jaiminiya Brahmana consisting of the two sections known as Talavakuruku Brahmanu and Talavaraka Upanishad, not yet published or catalogued, so far as it is known, deserves special mention. Manuscripts of important Kannada works were also collected during the year. The Arthasastra of Chanikya, an ancient work on Hindu polity, and Taittiriya Brahmana were published in the Library Series. Manuscripts of the Sanskrit text of Smriti Chandrika were being collected with a view to bring out a correct edition of the work, in accordance with the orders of Government. During the year under report, 986 printed volumes and 74 manuscripts were lent out for study and consultation, and 2,143 volumes of manuscripts and printed works were consulted in the Library by readers who visited the Library for the purpose.

117. *The Central Book Depot, Bangalore.*—On 1st July 1908 the value of the stock in the Central Book Depot was Rs. 1,18,462-7-4, that of the stock in the Branch Depots was Rs. 6,436-5-10, and the total value of the stock in all the depots together was Rs. 1,24,898-13-2 against stock valued at Rs. 1,35,940-15-9 in the previous year. Books and maps of the value of Rs. 51,719-3-0 were added to stock during the year. The value of the stock on hand in all the depots on 30th June 1909 amounted to Rs. 1,41,675-14-11.

The total amount of sale proceeds realised during the year was Rs. 30,666-4-5; which is the highest figure on record. The amount realised by the Central Book Depot was Rs. 11,320-0-10 and that in the Branch Depots Rs. 19,346-3-7. The amount actually paid into the Treasury after allowing commission to the Branch Depot keepers and purchasers was Rs. 28,638-15-2 including Rs. 775 adjusted by book transfer against Rs. 27,430-12-1 credited in the previous year. The amount of commission paid was Rs. 2,092-2-9. Books of the value of Rs. 20,353-15-9 were issued to the several Branch Depots for sale, and books and maps valued at Rs. 4,362-9-2 were supplied gratis to schools and Government offices.

Stationery articles of the value of Rs. 935 were supplied to 1,394 Village Elementary Schools, the supply being regulated according to the size and the needs of the schools. The work of the Book Depot was on the whole satisfactory.

Messrs. Macmillan & Co. supplied 100,000 copies of Balabodhe Part I, 50,000 copies of Balabodhe Part II, 25,000 copies of Kannada First Reader and 20,000 copies of Kannada Second Reader during the year, the total value of books supplied being Rs. 26,875.

118. *Encouragement of authors.*—Out of the annual provision of Rs. 4,000, Rs. 3,105 was spent in purchasing books received for patronage. A statement showing the number and value of the copies of each book purchased is given in Appendix B (30).

CHAPTER XIV.—Concluding Remarks.

119. *Manual instruction.*—Nine sloyd centres for teaching pupils of High and Anglo-Vernacular Schools in Bangalore, Mysore, Kolar, Tumkur, Chitaldrug, Shimoga, Chikmagalur, Hassan and Channapatna were opened in the early part of the year. The centres at Bangalore and Mysore are equipped for 30 pupils each, those at Chitaldrug and Channapatna for 10 pupils each, and the rest of the centres for 20 pupils each. The Bangalore and Mysore centres started work on the 16th September 1908. A fortnight later all other centres started work except those at Chikmagalur and Shimoga, which commenced work at the close of January 1909. At the Bangalore centre 330 boys were taught sloyd, at the Mysore centre 292 boys, at the Tumkur centre 104, at the Hassan centre 89, at the Chikmagalur centre 92, at the Shimoga centre 100, at the Kolar centre 100, at the Chitaldrug centre 50 and at the Channapatna centre 50., Mr D. Nagavkar, L.M.E., and Mr H. Krishna Iyengar, L.M.E., who were the Assistants of Mr Gustaf Larsson and were trained by him, were appointed Supervisors of Sloyd in the Bangalore and Mysore Circles respectively. Mr. Nagavkar keeps the stores of tools and other requisites at Bangalore to supply to all the centres. The wood required is supplied in suitable pieces to each centre by the Mysore Industrial School. The two Supervisors gave valuable help in starting the differnt centres in the mofussil and inspected the work of the sloyd teachers at each centre. Everywhere the pupils have taken to sloyd with great enthusiasm, and the work turned out is reported to be very neat and in some cases excellent. Mechanical drawing is taught at each centre. Both the Supervisors of Sloyd have done excellent work. The success of the sloyd movement will, in future, depend on their zeal and work. The teachers at the different centres who were trained by Mr. Larsson have also worked enthusiastically.

The following course of manual training is arranged for schools of general education in Mysore :—

Infant	Kindergarten work and paper-folding.
I and II Standards	
III, IV and V Vernacular ... ... or I, II and III A.-V. Standards	Cardboard work.
IV and V A-V. Standards ... ... or II, III and IV Forms	Sloyd wood work.
V Form	Wood-turning and wood-carving.
VI Form	Practical work in science laboratory.

In the summer vacation of 1909, classes were formed at all the nine sloyd centres to teach paper-folding and cardboard construction to classes of teachers assembled from the neighbouring schools. Instruction was given by the sloyd teachers, who themselves had been trained in Bangalore in Mr. Larsson's class by Miss Brown in cardboard work. Altogether 260 teachers received instruction and were given certificates at the end of the course.

120. *Religious and Moral instruction.*—His Highness' Government ordered the introduction of religious and moral instruction into the schools and colleges with effect from 1st November 1908. The printed papers on which the order was passed and which contained the Departmental proposals and suggestions were circulated as early as possible to English Colleges and Schools, freedom being given to Principals and Headmasters to introduce the teaching tentatively on the lines approved by Government.

A conference of experts was convened in December 1908 to advise on the religious and moral instruction of Hindu boys. The following course of religious instruction was adopted for Hindu boys on the model of the curriculum of the Benares Hindu College :—

CLASS	SUBJECT
Infant, and Vernacular I and II Classes ...	Pictures and stories suitable for young children.
Anglo-Vernacular Class I or Vernacular III ...	Stories and easy stotras, suitable for young children chiefly taken from Hindu sacred books.
Do Class II or do IV ...	Sanatana Dharma Catechism, Part III.
Do Class III or do V ...	Sanatana Dharma Catechism, Part II.
Do Class IV	Sanatana Dharma Catechism, Part I.
Do Class V	Sanatana Dharma Elementary Text-book, Part III, cc. 8 to 11.
Form IV	Sanatana Dharma Elementary Text-book, Part III, cc. 1 to 7.
Do V	Sanatana Dharma Elementary Text-book, Part II.
Do VI	Sanatana Dharma Elementary Text-book, Part I, omitting cc. I & II.

In the Infant and Vernacular I, II and III Classes and in the A.-V. I Class it would be difficult to separate religious from moral teaching. It was recommended that such teaching might be imparted by stories told in simple language in connection with wall pictures. Accordingly a number of coloured wall pictures of Puranic incidents have been purchased and stories have been written in simple language bearing on the pictures. A compilation has been made of short prayers and moral verses on the common duties of daily life for use in the Primary classes. A compilation of devotional songs and verses for use in Anglo-Vernacular classes I to IV during the religious lesson period is under preparation and will be shortly sent to the press. Mr. M. S. Puttanna, B.A., has prepared a revised edition in very simple style of Nitichintamani, which contains moral stories for use in the Primary classes. This book has been recommended for the use of teachers. The Sanatana Dharma Catechism and Elementary Text-book of the Benares College have been translated into Kannada by Mr. R. Raghunatha Rao, B.A., for the use of both teachers and pupils.

To arrange a curriculum of religious and moral instruction for Mahomedan pupils a Committee was formed of Mr. Mir Humza Hussein, B.A., B.L., Mr. Syed Taj Peeran, B.A., Mr. Mahomed Beig, B.A., and other experts. The curriculum, which was carefully thought out after consulting many books, was adopted and prescribed by Circular C. No. 25 of 7th January 1909. The curriculum is purely non-sectarian. For want of suitable text-books it was found impracticable to separate moral from religious instruction from the IV Hindustani Class upwards. The teaching of both subjects is therefore combined in the higher classes in the same lessons.

The subject of direct moral instruction is a very difficult one for untrained teachers to handle. The Department has been able to suggest the names of

suitable text-books for the use of teachers. But much depends upon the intelligence and tact of the teacher. The moral instruction in co-ordination with the literature or history read in school or with actual incidents of school life would be far more impressive than unconnected or abstract lessons, and teachers should try to correlate the teaching as far as possible.

In the mind of the public there has been a great deal of confusion between direct moral instruction and moral training, the latter being more suitable for boarding schools, though it cannot be ignored in day schools. I quote the following paragraph from a speech I recently made when I presided at a lecture in Bangalore on "The Moral Education Congress of 1908":—

"Moral education has hitherto been imparted by other means than direct moral instruction, and the results so far in English schools have not been small or unimportant. Then why resort to direct moral instruction? In the public schools of England and all boarding schools of the better sort, great stress is laid on moral training, and there is little or nothing of direct moral instruction. The moral training is secured by watchful care and supervision over the behaviour of the pupil, and by the personality of the teacher, whose sympathy with, and moral insight into, the nature of the pupil, and exemplary behaviour, self-control, sense of justice and candour of heart enable him to stamp his influence on the character of his pupil. There are again the indirect wholesome influences of the school community, the corporate life of the school, the education imparted by the methods of self-government, the distinctive traditions of the school, the influence of the sermons in the school chapel, the beauty of the buildings, playing fields and general environments of the school. Moral education is also indirectly imparted by the teaching of the Bible, and nearly all the subjects usually included in the school curriculum, whether literature, history, mathematics, natural and physical science, music, art or practical occupations. At the same time the chastening effect of all honest intellectual work should not be forgotten. These indirect influences of public school life are possible chiefly in the higher class of boarding schools meant for the sons of the upper middle classes. When we consider, however, the conditions prevailing in the vast number of elementary day schools in which the pupil spends only one-third of his waking hours, although an earnest teacher of these schools may bring the indirect influences prevailing in the better class of public schools to bear upon his work, the necessity of giving direct moral instruction becomes apparent. Direct moral instruction aims at furnishing ideas and suggestions that help in giving a right direction to conduct. It formulates the general principles of right conduct and gathers up into something like a system the fragmentary teaching indirectly derived from the teaching of all the school subjects. Just as a knowledge of English can be indirectly given by the teaching of any subject in a school, and yet general lessons in grammar, translation and composition are necessary for imparting a correct and scientific knowledge of the language, so direct moral instruction is necessary for summing up the indirect instruction derived from other sources, and such instruction is all the more necessary when the indirect moral influences are weak or absent in a day school."

Moral training will always remain the principal and most powerful means of forming and strengthening the character of pupils. But in day schools, where children meet together only for a few hours a day, direct moral instruction should not be neglected. Its value is now recognised in all civilised countries, especially in America, where the diversity of races, religions and social positions among the pupils renders uniform religious teaching and ethical instruction based on such teaching very difficult or impossible. The dangers of direct moral instruction lie in the imperfect methods of teaching and the want of training of the teachers. If direct moral instruction is to be a success, the training of teachers in the methods of moral instruction is necessary.

After the orders of Government on the subject were communicated to heads of institutions, attempts have been made by them for the introduction of religious and moral instruction with various degrees of success. The Principal of one College has ignored the orders altogether. The Principal of the Maharaja's College has introduced half-hour lessons for five days of the week for the College classes as well as the High School classes, making the instruction chiefly religious and metaphysical. Government never intended that college Classes should be instructed in this way,

and I am afraid that religious and metaphysical lectures and discussions with a mixture of ethical teaching from day to day must create a dislike and probably do more harm than good. The views of Government were indicated in the following para :—

"There should not be much difficulty in arranging for religious and moral instruction in Colleges both English and Oriental, on Saturdays and Sundays. Some members of the staff of English Colleges who take interest in such instruction may arrange for a weekly lecture in English on Saturday evening during term time. The Pandits and Munshis of the College, as well as other learned Pandits and Moulvis outside the College, may be asked to give a religious lecture to Hindus and Mahomedans on Sundays in the College or the hostel attached to it. In Oriental Colleges it should not be difficult to arrange for two lectures a week on religious and moral subjects."

In a large College it should not be difficult to arrange for weekly lectures on religious and moral subjects. The Principal, the Professors of English literature and History and the Pandits could easily take their turns at the weekly lectures or sermons to college students on Saturdays or Sundays. Two lectures on religious subjects and two on ethical subjects in the month during term time, which can easily be correlated with the Literature or History read during the month or with the events of the day in this or other countries, or with the actual incidents of college life can be easily arranged, if the members of the staff be enthusiastic and take an interest in the teaching. It seems to me that the half-hour lessons in the College classes should cease as soon as possible and be replaced by weekly lectures of the kind indicated. The Maharani's College has made an effort to introduce religious and moral instruction with, I believe, considerable success. As experience is gained, the teaching is likely to improve.

The teaching has been carried out with various degrees of success in the High Schools. The Headmasters of Tumkur, Bangalore, Shimoga, Kolar and Chikmagalur have made praiseworthy efforts to carry out the scheme. As experience is gained, the teaching will be a success under proper guidance and encouragement.

In the Anglo-Vernacular and Vernacular Schools prayers, recitations, stories, pictures, devotional songs, the Sanatana Dharma Catechism and Elementary Textbook, and teaching on the lines of English Text-books on Moral Teaching have more or less been adopted. But a new movement of this kind will require for a long time to come the fostering care and guidance of the authorities.

121. *Kindergarten instruction.*—Miss Hart, whose work in the Bangalore Girls' Schools has been described in the Report for 1907-08, was transferred to the Maharani's College, Mysore, in the latter part of June 1908. She worked in the College till the end of October, when, on account of want of sympathy and help from the acting Lady Superintendent, she thought it necessary to resign somewhat hastily, before I could remedy the causes of her complaint. During the four months of her work in Mysore she reclassified the children and re-organised the staff of the Primary department. She remodelled the methods of teaching Reading, Writing, Arithmetic, Geography, Nature-study, Calendar work, Stories, Songs and Games. She introduced the direct method of teaching English into Standard II. She attended in the morning to the work of the Primary classes, and in the afternoons taught a Normal Class of teachers. She was an indefatigable worker and was a specialist of a high order.

122. *Education Exhibition of 1908.*—The second Educational Exhibition was held during the Dasara of last year in the Jubilee Institute. A most useful and instructive collection of educational exhibits made from selected Elementary and Higher Elementary Schools of England was very kindly presented to the Mysore Education Department by the Board of Education in England. The various educational committees in England and managers of educational institutions who were appealed to by the Board, generously and readily made valuable contributions to the collection of exhibits to be sent out to Mysore. Such a valuable collection of exhibits does not to my knowledge exist in any other part of India. During the week that the Exhibition in Mysore was open more than a thousand teachers and about 2,000 others visited it. But the time was too short for the study of the exhibits, which were carefully collected from specially distinguished schools. I am glad Government have sanctioned the establishment of a permanent Education

Museum to be formed in Bangalore of these exhibits, which will be open to the inspection of teachers and the public at all times.

123. *The medical inspection of schools and scholars.*—At the suggestion of the Deputy Sanitary Commissioner, the Sanitary Commissioner to the Mysore Government was good enough to propose that every Medical officer or subordinate in charge of a Local Fund or other dispensary should inspect all Government and Grant-in-aid Schools in the town or union in which they are stationed, periodically every fortnight, with a view chiefly to examining the health of the children attending such schools, and recommending such of them as require it to undergo treatment at the local dispensary at an hour that will not interfere with school work. The proposal was cordially accepted by me, and circulars were immediately issued to all Headmasters of schools with instructions for keeping the necessary registers. The medical inspection of schools by doctors specially employed for the purpose is regularly carried out in Europe, America and Japan. In Mysore it has been already found impracticable for the officers of the Medical Department to visit twice a month every school in a large station where there are 8 or 10 schools. The medical examination has therefore been limited to two schools a week. The best thanks of the Department are, however, due to the Medical Department for initiating this much-needed reform. I hope that the present system may lead in course of time to the appointment of special officers for the medical inspection of schools and scholars.

124. The General Tables are published with the Report, and the Appendices referred to in the body of the Report are published as a supplement.

I have the honor to be,
Sir,
Your most obedient servant,

H. J. BHABHA,
Inspector-General of Education.

EDUCATION GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Mysore Province at the end of the official year 1908-09. (For details see General Table III.)

Area and population				Public Institutions							Private Institutions		Grand Total	Percentage of	Remarks
				University Education		School Education, General		School Education, Special							
Total area in square miles	Number of towns * and villages	Population	—	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Training Schools	All other special Schools	Total of Public Institutions	Advanced	Elementary			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions (For males ...	6	...	220	1,801	3	65	2,095	6	1,933	4,034	Institutions to number of towns and villages	
			Institutions (For females.	1	.	53	215	2	1	272	...	4	276		
			Total ...	7	...	273	2,016	5	66	2,367	6	1,937	4,310		
Towns ...	Males ...														School-going population
Villages	Females ...														
Total	Total ...		Scholars ... Males ...	591	...	30,209	59,385	212	2,486	92,883	174	24,513	1,17,570	Male scholars to male population of school-going age.† 28·482	4,12,785
			Scholars ... Females ...	2	...	5,515	14,692	26	133	20,368	...	1,070	21,438	Female scholars to female population of school-going age. † 5 29	4,04,685
			Total ...	593	...	35,724	74,077	238	2,619	1,13 251	174	25,583	1,39,008	17·00	...

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants, A Municipality, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent of the whole population.

EDUCATION GENERAL

Abstract Return of Expenditure on Public Instruction in Mysore

	Total Direct Expenditure on Public Instruction §						
	University Education		School Education, General		School Education, Special		Total
	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Training Schools	All other Special Schools	
1	2	3	4	5	6	7	8
	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males ..	1,26,539	.....	3,86,070	3,09,916	32,174	1,14,818	9,69,547
Institutions ... For females ..	8,515	.....	1,13,203	77,067	1,760	1,259	2,01,834
Total ...	1,35,054	.....	4,99,273	3,87,013	33,934	1,16,107	11,71,381
2. (a) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction... ...	13·83	.....	32·73	9·25	5·12	2·22	61·15
(b) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction... ...	0·07	.....	2·44	72·19	1 13	10·45	86·28
(c) Percentages* of Municipal Expenditure included in columns 2–17 to Total Municipal Expenditure on Public Instruction ...	.....	.....	80·53	12·57	.....	5·80	92·90
(d) Percentages* of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction ...	8·35	.....	30·87	23·93	2·10	7·18	72·43
3. Average Annual Cost† of educating each pupil in—	Rs. a. p.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a p.	Rs. a. p.	Rs. a. p.
Government Institutions — Cost to Provincial Revenues ...	240 7 0	.....	10 10 11	0 14 10	739 7 1	* 7 8 0	* 5 7 1
Government Institutions — Cost to Local and Municipal Funds.	0 8 11	.....	0 5 4	4 5 7	20 7 8	78 8 5	3 12 0
Government Institutions — Total ...	262 15 3	.....	14 9 9	5 4 8	162 7 11	123 8 9	10 4 5
Local Fund Schools‡ — Cost to Provincial Revenues ...	.....	.....	.....	.....	.....	.....	.....
Local Fund Schools‡ — Cost to Local Funds ...	.....	.....	.....	.....	.....	.....	.....
Local Fund Schools‡ — Total ...	.....	.....	.....	.....	.....	.....	.....
Municipal Schools‡ — Cost to Provincial Revenues ...	.....	.....	3 12 8	.....	.....	.....	3 12 8
Municipal Schools‡ — Cost to Municipal Funds ...	.....	.....	6 10 7	.....	.....	.....	6 10 7
Municipal Schools‡ — Total ...	.....	.....	11 11 0	.....		.....	11 11 0
Institutions in Native States — Cost to Native State Revenue ..	.....	.....	.....	.....	.....	.....	.....
Institutions in Native States — Cost to Local and Municipal Funds.	.....	.....	.....	.....	.....	.....	.....
Institutions in Native States — Total ..	.....	...	.....	.....	.....	.....	...
Aided Institutions — Cost to Provincial Revenues ...	101 9 11	.....	4 3 0	2 9 1	42 13 9	6 1 4	4 0 1
Aided Institutions — Cost to Local and Municipal Funds.	.....	.....	0 10 6	0 9 4	.....	5 12 8	1 2 1
Aided Institutions — Total ...	109 6 7	.....	17 7 0	6 12 4	251 6 10	32 7 7	13 14 5
Unaided Institutions Total ...	.....	.....	6 11 1	2 5 7	.....	12 8 7	4 11 1
All Institutions. — Cost to Provincial Revenues ...	216 2 8	.....	8 13 8	1 2 9	136 2 4	* 6 0 11	* 5 1 2
All Institutions. — Cost to Local and Municipal Funds.	0 7 5	.....	0 14 10	3 11 4	19 12 6	15 5 4	3 2 2
All Institutions. — Total ...	236 1 9	.....	15 1 8	5 7 10	165 8 6	43 15 7	10 14 8

In calculating the average annual cost of other special schools the expenditure on Manual Training and Kindergarten Institution is omitted

TABLE II.

for the official year 1908-09. (For details see General Table IV.)

Total Indirect Expenditure on Public Instruction §								Total Expenditure on Public Instruction	Remarks
University	Direction	Inspection	Scholarships	Building	Special grants for furniture and apparatus	Miscellaneous	Total		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
.....	32,162	81,129	89,302	86,600	22,679	1,34,067	4,45,939	14,15,486	
.....	.....	.....	.....	.....	.....	.....	.....	2,01,834	
.....	32,162	81,129	89,302	86,600	22,679	1,34,067	4,45,939	16,17,320	
.....	3·60	9·08	5·53	6·14	2·11	12·39	38·85	100·00	
.....	.....	.....	4·84	6·11	1·07	1·76	13·72	100·00	
.....	.....	.....	.....	.....	.....	1·10	1·10	100·00	
.....	19·9	5·02	5·52	5·35	1·40	8·29	27·57	100·00	

* The percentages required for 2 (a), 2 (b), 2 (c) are to be calculated from the figures given in columns 27, 28, 29 respectively of General Table IV.

† The annual cost is calculated in the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the Province of Mysore

Class of Institutions			Public							
			Under Public Management							
			Managed by Government				Managed by Local Fund and Municipal Boards			
			Name of Institutions	Number of scholars on the rolls on 30th June	Average number on the rolls monthly during the year	Average daily attendance	Number of Institutions	Number of scholars on the rolls on 30th June	Average number on the rolls monthly during the year	Average daily attendance
1			2	3	4	5	6	7	8	9
	ARTS COLLEGES.									
University Education.	English		2	433	414	378	...	...	...	...
	Do for women		1	1	1	1	...	...	...	...
	Oriental		2	64	57	53	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law		...	...	...	...	...	...	...	...
	Medicine		...	...	...	...	...	...	...	...
	Engineering		...	...	...	...	...	...	...	...
	Teaching		...	...	...	...	...	...	...	...
	Agricultural		...	...	...	...	...	...	...	...
		Total	5	498	472	432	...	...	...	...
	SECONDARY SCHOOLS.									
School Education, General.	For boys — High Schools	English	10	1,700	1,650	1,435	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	For boys — Middle Schools	English	83	14,789	13,377	10,544	1	190	177	144
		Vernacular	70	6,973	6,323	4,623	1	202	165	132
	For girls — High Schools		1	19	18	17	...	...	...	...
	For girls — Middle Schools	English	1	287	368	263	...	...	...	...
		Vernacular	29	2,702	2,429	1,683	...	...	...	...
		Total	194	26,470	24,165	18,565	2	392	342	276
	PRIMARY SCHOOLS.									
	For boys		1,503	55,801	53,223	40,599	...	...	...	...
	For girls		149	5,883	5,444	3,729	...	...	...	...
		Total	1,652	61,684	58,667	44,328	...	...	...	...
School Education, Special.	SCHOOLS FOR SPECIAL INSTITUTIONS.									
	Training Schools for Masters		3	212	182	161	...	...	...	...
	Training Schools for Mistresses		1	16	16	11	...	...	...	...
	Schools of Art (Commercial)		...	...	...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	...	...
	Engineering and Surveying Schools		1	42	34	30	...	...	...	...
	Industrial Schools		2	266	266	213	...	...	...	...
	Do for girls		...	...	...	...	...	...	...	...
	Other Schools — Sanskrit		1	43	40	30	...	...	...	...
	Other Schools — Deaf and Dumb Schools		...	...	...	...	...	...	...	...
		Total	8	579	538	445	...	...	...	...
	Total for Colleges and Schools for Public Instruction		1,859	89,231	83,842	63,770	2	392	342	276

GENERAL TABLE III.

for the official year 1908-09.

Institutions												
Under Private Management												
Aided by Government or by Local Fund or Municipal Boards				Unaided						Number of scholars on the 30th June learning—		
Number of institutions	Number of scholars on the rolls on 30th June	Average number on the rolls monthly during the year	Average daily attendance	Number of institutions	Number of scholars on the rolls on 30th June	Average number on the rolls monthly during the year	Average daily attendance	Grand total of Public Institutions	Grand total of scholars on 30th June	English	A. Classical language	A. Vernacular language
10	11	12	13	14	15	16	17	18	19	20	21	22
...	...	...	...	...	...	...	...	2	433	420	129	217
...	...	...	...	...	...	...	...	1	1	1	...	...
2	95	100	84	...	...	...	...	4	159	...	167	16
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
2	95	100	84	...	...	...	...	7	593	421	296	238
4	1,872	1,852	1,521	...	...	...	...	14	3,572	3,517	831	2,738
...	...	...	...	...	...	...	...	...	...	...	...	...
29	2,598	2,274	1,932	7	618	581	446	120	18,195	6,643	986	15,772
15	1,611	1,714	1,388	...	...	...	...	86	8,786	159	1,501	12,044
1	7	6	5	...	...	...	...	2	26	26	8	18
5	356	359	305	1	44	45	37	7	687	438	5	617
15	1,756	1,714	123	...	...	...	...	44	4,458	242	213	4,401
69	8,200	7,919	5,274	8	662	626	483	273	35,724	11,025	3,544	35,590
275	7,446	7,114	5,634	23	651	614	485	1,801	63,898	49	1,048	62,361
61	4,056	3,893	2,794	5	240	223	162	215	10,179	5	680	10,168
336	11,502	11,007	8,428	28	891	837	647	2,016	74,077	54	1,728	72,529
...	...	...	...	...	...	...	...	3	212	...	80	212
1	10	7	7	...	...	...	...	2	26	...	10	26
2	75	61	52	...	...	...	...	2	75	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	42	...	...	...
16	793	737	597	1	22	23	19	19	1,081	...	...	...
1	117	98	86	...	...	...	...	1	117	...	...	...
36	1,159	1,213	916	4	76	66	47	41	1,278	115	1,091	581
2	26	20	20	...	...	...	...	2	26	...	15	10
58	2,180	2,136	1,678	5	98	89	66	71	2,857	115	1,196	829
466	21,977	21,162	15,464	41	1,651	1,552	1,196	2,367	1,13,251	11,615	6,764	1,09,181
Private Institutions. 1. Advanced teaching—(a) Arabic or Persian								1	9	...	9	...
(b) Sanskrit								5	165	...	125	40
(c) Any other Oriental classic								...	...	...	...	...
2. Elementary, teaching a vernacular only or mainly. For boys								1,772	23,135	692	119	22,324
For girls								4	282	...	...	282
3. Elementary, teaching the Koran. For boys								2	32	...	18	14
For girls								...	...	...	...	...
4. Other schools not conforming to Departmental standards For boys								159	2,134	3+4	...	1,704
For girls								...	...	...	...	423
Total								1,943	25,757	699	271	24,787
Grand Total								4,310	1,39,008	12,314	7,035	1,33,968

Education General Table III—*concld.*

Class of Institutions			Classification of scholars on 30th June according to race or creed					Number of girls in Boys' Schools	Number of boys in Girls' Schools	Remarks
			Europeans and Eurasians	Native Christians	Hindus	Mahomedans	Parsis and others			
			3	24	25	26	27	28	29	30
ARTS COLLEGES.										
University Education.	English		4	7	413	9	...	1	...	
	Do for women		...	...	1	...	...	...	...	
	Oriental		...	...	151	8	...	...	...	
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
	Law		...	...	...	...	...	...	...	
	Medicine		...	...	...	...	...	...	...	
	Engineering		...	...	...	...	...	...	...	
	Teaching		...	...	...	...	...	...	...	
	Agriculture		...	...	...	...	...	...	...	
		Total ...	4	7	565	17	...	1	...	
SECONDARY SCHOOLS.										
School Education, General.	For boys ... High Schools..	English ..	8	125	3,249	130	60	1	...	
		Vernacular ...	...	...	...	...	...	...	...	
	Middle Schools	English ...	150	431	15,237	1,836	541	270	...	
		Vernacular ...	...	261	5,299	3,056	170	163	...	
	For girls ... High Schools		...	7	19	...	...	...	...	
	Middle Schools	English ...	262	120	296	...	9	...	84	
		Vernacular ...	5	442	3,191	786	34	...	6	
		Total ...	425	1,386	27,291	5,808	814	434	90	
PRIMARY SCHOOLS.										
	For boys		2	474	53,099	3,417	1,906	4,522	...	
	For girls		2	250	7,234	2,474	219	...	9	
		Total ...	4	724	60,333	10,891	2,125	4,522	9	
School Education, Special.	**SCHOOLS FOR SPECIAL INSTITUTIONS.**									
	Training Schools for Masters		...	4	154	54	...	...	...	
	Training Schools for Mistresses		...	10	16	...	...	...	...	
	Schools of Art (Commercial)		9	15	51	...	...	7	...	
	Law Schools		...	...	...	...	...	...	...	
	Medical Schools		...	...	...	...	...	...	...	
	Engineering and Surveying Schools ...		...	...	42	...	...	...	...	
	Industrial Schools		3	194	618	113	153	7	...	
	Do for girls... ...		...	117	...	...	...	...	...	
	Other Schools ... Sanskrit ...		...	...	1,263	2	13	2	...	
	Other Schools ... Deef and Dumb Schools ...		...	...	25	1	...	...	...	
		Total ...	12	340	2,169	170	166	16	...	
	Total for Colleges and Schools of Public Instruction		445	2,457	90,358	16,886	3,105	4,973	99	
Private Institutions.	1. Advance teaching— (*a*) Arabic or Persian		...	...	...	9	...	...	..	
	(*b*) Sanskrit		...	...	165	...	...	...	...	
	(*c*) Any other Oriental classic ...		...	44	22,174	884	33	590	...	
	2 Elementary, teaching vernacular only or mainly.	For boys...	...	...	151	131	...	...	..	
		For girls...	...	...	...	...	...	...		
	3. Elementary, teaching the Koran.	For boys...	...	...	...	32	...	4	...	
		For girls...	...	...	2,085	45	4	194	...	
	4. Other schools not conforming to Departmental standards	For boys...	...	...	...	...	...	...	...	
		For girls...								
		Total ...	...	44	24,575	1,101	37	788	..	
		Grand Total ...	445	2,501	114,933	17,987	3,142	5,761	99	

EDUCATION GENERAL TABLE IV.

Return of Expenditure on Public Instruction in Mysore for the official year 1908-09.

Objects of Expenditure	Public Institutions						
	Under Public Management						
	Managed by Government						
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education							
ARTS COLLEGES.							
English	1,01,888	...	...	10,291	...	...	1,12,179
Oriental	11,598	264	...	...	...	72	11,934
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	1,13,486	264	...	10,291	...	72	1,24,113
School Education, General.							
SECONDARY SCHOOLS.							
For boys — High Schools — English	73,8 7	...	...	29,778	...	40	1,03,655
For boys — High Schools — Vernacular	...	...	...	...	...	...	...
For boys — Middle Schools — English	88,759	8,706	2,441	40,066	...	...	1,39,972
For boys — Middle Schools — Vernacular	27,353	...	11,960	1,823	...	...	41,136
For girls — High Schools	13,378	...		...	...	...	13,378
For girls — Middle Schools — English	14,390	...	...	...	...		14,390
For girls — Middle Schools — Vernacular	40,440	...		11	...	...	40,451
Total	2,58,157	8,706	14,401	71,678	...	40	3,52,982
PRIMARY SCHOOLS.							
For boys	21,679	2,46,744	910	1,032	...		2,70,365
For girls	32,771	7,354		2		...	40,127
Total	54,450	2,54,098	910	1,034	...	...	3,10,492
School Education, Special.							
SCHOOLS FOR SPECIAL INSTRUCTION.							
Training Schools for Masters	27,610	4,055	...	1	...	508	32,174
Training Schools for Mistresses	...	...	...	...	...	...	...
Kindergarten and Manual Training (pay and allowances only)	4,492	...	...	...	...	...	4,492
Engineering and Surveying Schools	...	5,942	...	1,163	...	...	7,105
Industrial Schools	1,040	20,756	...	189	..	11,405	33,390
Other Special Schools including Sanskrit Schools	1,511	...	...	...	...	...	1,511
Total	34,653	30,753	...	1,353	...	11,913	78,672
Buildings	46,951	21,915	...	...	...	...	68,766
Furniture and Apparatus (Special grants only)	18,832	3,834	...	...	...	...	22,666
Total	65,783	25,649	...	...	...	...	91,432
Scholarships held in							
University	...	...	...	...	...	..	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Arts. Colleges	...	...	...	...	...	..	...
Professional Colleges	...	...	...	...	...	..	...
Secondary Schools	...	...	...	...	...	..	..
Primary Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	5,26,529	3,19,470	15,311	84,356	...	12,025	9,57,691

Objects of Expenditure	Public Institutions						
	Under Public Management						
	Managed by Local Fund and Municipal Boards						
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total
	9	10	11	12	13	14	15
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	...	...	...	..	...	...	...
University Education. — Oriental	...	...	.	...	...	...	..
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Law	...	...	...	...	...	...	...
University Education. — Medicine	..	...	...	...	...	...	...
University Education. — Engineering	...	...	...	...	...	...	...
University Education. — Teaching	...	...	..	...	...	...	...
University Education. — Agriculture	..	...	...	.	...	...	.
Total	...	...	...	...	...	..	
SECONDARY SCHOOLS.							
School Education, General. — For boys — High Schools — English	...	...	...	...	...	...	...
School Education, General. — For boys — High Schools — Vernacular	...	...	...	...	...	...	
School Education, General. — For boys — Middle Schools — English	...	420	..	764	310	...	1,494
School Education, General. — For boys — Middle Schools — Vernacular	...	877	...	1,514	112	...	2,503
School Education, General. — For girls — High Schools	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For girls — Middle Schools — Vernacular	...	...	...	...	...	...	
Total	...	1,297		2,278	422	...	3,997
PRIMARY SCHOOLS.							
School Education, General. — For boys	...	...	...	...	...	..	..
School Education, General. — For girls	...	...	.	..	...	..	...
Total	...	...		...	...	...	
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	
School Education, Special. — Training Schools for Mistresses	..	...	...	...	...	...	
School Education, Special. — Kindergarten and Manual Training (pay and allowances only)	...	...	...	...	.	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	
School Education, Special. — Industrial Schools	...		...	...	...	...	...
School Education, Special. — Other Special Schools including Sanskrit Schools	...	...	...	...	...	...	...
Total	...	...	...	...		...	...
Buildings	...	...	...	...	...	...	
Furniture and Apparatus (Special grants only)	...	...	...	...	...	...	
Total	...	...	..	...	...	...	...
University	...	...	...	...	..		...
Direction	..	...	...	...	...	..	..
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	..	...	
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	..	...
Scholarships held in — Primary Schools	...		...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	
Scholarships held in — Miscellaneous	...	...	...	...	..	...	..
						...	...
Total	...	...	...	...	..	...	..
Total Expenditure on Public Instruction	...	1,297	...	2,278	422	...	3,997

TABLE IV—*contd.*

Public Institutions										
Under Private Management										
Aided by Government or by Local Fund or Municipal Boards							Unaided			
Provincial Revenues	Local Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total	Fees	Subscriptions	Endowments and other sources	Total
16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
10,162	...	...	...	...	779	10,941	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	....	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...		...		...	...	...		...	...
10,162		...		....	779	10,941	...	...	...	...
12,600	...	1,200	22,645	1,245	13,430	51,120	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
7,424	...	2,424	12,787	11,089	..	33,724	334	2,098	...	2,432
3,876	...	540	1,280	4,338	...	10,034	...	...	...	...
720	...	72	...	...	479	1,271	...	...	...	...
2,070	...	480	2,442	...	14,119	19,111	446	1,319	...	1,765
6,454	..	550	60	...	15,773	22,837	...	...	...	...
33,144	...	5,194	39,286	16,672	43,801	1,38,097	780	3,417	...	4,197
13,869	3,928	1,356	1,802	17,141	..	38,096	36	1,449	...	1,485
14,410	..	1,149	..	...	20,900	36,459		481	...	481
28,279	3,928	2,505	1,802	17,141	20,900	74,555	36	1,930	...	1,966
...	...	...	...	...	...	...	...	..	.	..
300	..	...	...	...	1,460	1,760	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...		...	...	...	...	...
4,648	10,641	...	...	47	37,311	52,647	...	1,068	...	1,068
8,179	...	1,575	1,938	1,433	2,691	15,846	...	48	.	48
13,127	10,641	1,575	1,938	1,519	41,462	70,253	...	1,116	..	1,116
7,950	...	...	...	...	9,884	17,834	...	...	.	
13	...	...	...		...	13	...	...	...	
7,963	...	...	...	...	9,884	17,847	...	..	...	
...	...	..	...	...	.	...	...	...	...	..
	...	...	..	...	...	...	...	...	...	..
...	...	...	...	...			...	..	...	...
...	...	...	..	...	...	...	...	..	...	
...	.			...	..	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	.	...
...	...	...		...	...	...		.	.	
...	...	...	...	..			...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
92,675	14,569	9,274	43,026	35,323	1,16,826	3,11,693	816	6,463	...	7,279

EDUCATION GENERAL TABLE IV—*concld.*

Objects of Expenditure	Total Expenditure from: Provincial Revenues	Local Funds	Municipal Funds	Fees	All other sources	Grand Total	Remarks
	27	28	29	30	31	32	33
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
University Education. — English	1,01,888	...	...	10,291	..	1,12,179	
University Education. — Oriental	21,760	264	...	...	851	22,875	
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Law	..	...	...	...	...	...	
University Education. — Medicine	..	..	...	...	...	...	
University Education. — Engineering	...	...	...	...	...	...	
University Education. — Teaching	...	...	...	...	...	...	
University Education. — Agriculture	...	...	...	...	...	..	
Total	1,23,648	264	...	10,291	851	1,35,054	
SECONDARY SCHOOLS.							
School Education, General. — For boys — High Schools — English	86,437	...	1,200	52,423	14,715	1,54,775	
School Education, General. — For boys — High Schools — Vernacular	...	...	..	...	...	...	
School Education, General. — For boys — Middle Schools — English	96,603	8,706	5,629	53,497	13,187	1,77,622	
School Education, General. — For boys — Middle Schools — Vernacular	32,106	...	14,014	3,215	4,338	53,673	
School Education, General. — For girls — High Schools	14,098	...	...	72	479	14,649	
School Education, General. — For girls — Middle Schools — English	16,460		480	2,888	15,438	35,266	
School Education, General. — For girls — Middle Schools — Vernacular	46,894	...	550	71	15,773	63,288	
Total	2,92,598	8,706	21,873	1,12,166	63,930	4,99,273	
PRIMARY SCHOOLS.							
For boys	35,548	2,50,672	2,266	2,870	18,590	3,09,946	
For girls	47,181	7,354	1,149	2	21,381	77,067	
Total	82,729	2,58,026	3,415	2,872	39,971	3,87,013	
SCHOOLS FOR SPECIAL INSTRUCTION.							
Schools Education Special — Training Schools for Masters	27,610	4,555		1	508	32,174	
Schools Education Special — Training Schools for Mistresses	300	...	...	..	1,460	1,760	
Schools Education Special — Kindergarten and Manual Training (pay and allowances only)	4,492	...	...	..	...	4,492	
Schools Education Special — Engineering and Surveying Schools	...	5,942	...	1,163	..	7,105	
Schools Education Special — Industrial Schools	5,688	31,307	...	109	49,831	87,105	
Schools Education Special — Other Special Schools including Sanskrit Schools	9,690	...	1,575	1,938	4,202	17,405	
Total	47,780	41,394	1,575	3,291	56,001	1,50,041	
Buildings	54,901	21,815	...	...	9,884	86,600	
Furniture and Apparatus (Special grants only)	18,845	3,834	...	...	...	22,679	
Total	73,746	25,649	...	...	9,884	1,09,279	
University	...	...	...	...	...	...	
Direction	32,162	...		...	...	32,162	
Inspection	81,129	...	...	...	...	81,129	
Scholarships held in — Arts Colleges	9,094	...	...	...	5,384	14,478	
Scholarships held in — Professional Colleges	17,764	80	..	...	15,080	32,924	
Scholarships held in — Secondary Schools	15,175	1,253	...	..	1,550	17,978	
Scholarships held in — Primary Schools	151	...	..	...	70	221	
Scholarships held in — Special Schools other than Training Schools	7,278	15,975	...	...	448	23,701	
Scholarships held in — Miscellaneous	1,10,798	6,076	300	14,331	2,562	1,34,067	
Total	2,73,551	23,384	300	14,331	25,094	3,36,660	
Total Expenditure on Public Instruction	8,94,052	3,57,423	27,163	1,42,951	1,95,731	16,17,320	

EDUCATION GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in Mysore at the end of the official year 1908-09.

Class of schools			Number of schools	Number of pupils on the rolls on 31st March	High Stage: Comprising all pupils who have passed beyond the Lower Secondary Middle Stage, but have not passed the Matriculation Examination — 1		
					Boys	Girls	Total
SECONDARY SCHOOLS.							
For boys	Departmental	English	93	16,489	1,114	...	1,114
		Vernacular	70	6,973	...	..	...
	Local Fund	English	...	...	..	...	..
		Vernacular	..	...	...	...	...
	Municipal	English	1	190	...	...	...
		Vernacular	1	202	...	..	...
	Native States	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Aided	English	83	4,470	730	16	746
		Vernacular	15	1,611	..	...	...
	Unaided	English	7	618	16	...	16
		Vernacular	...	...	.	..	...
		Total	220	30,553	1,860	16	1,876
For girls	Departmental	English	2	306	...	19	19
		Vernacular	29	2,702	...	...	...
	Local Fund	English	...	...	...	.	...
		Vernacular	...	...	...	...	...
	Municipal	English	...	...	...	...	...
		Vernacular	...	...	...	..	...
	Native States	English	...	...	...	...	...
		Vernacular	...	...	..	...	...
	Aided	English	6	363	...	7	7
		Vernacular	15	1,756	...	...	...
	Unaided	English	1	44	...	..	...
		Vernacular	...	.	...	...	
		Total	53	5,171	...	26	26
		Total Secondary Schools	273	35,724	1,860	42	1,902
PRIMARY SCHOOLS.							
For boys	Departmental		1,503	55,901	...	...	...
	Local Fund		...	...	...	...	...
	Municipal		...	..	...	...	...
	Native States		...	..	...	...	...
	Aided		275	7,446	...	...	...
	Unaided		23	651	...	...	...
		Total	1,801	63,898	..	...	...
For girls	Departmental		149	5,883	...	..	...
	Local Fund		...	...	...	...	...
	Municipal		...	..	...	..	...
	Native States		...	...	...	..	...
	Aided		61	4,056	..	...	...
	Unaided		5	240	...	...	...
		Total	215	10,179	..	...	...
		Total Primary Schools	2,016	74,077		...	...
		Grand Total	2,289	1,09,801	1,860	42	1,092

Class of schools				Middle Stage: Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary Middle Stage			Upper Primary Stage: Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage		
				2			3		
				Boys	Girls	Total	Boys	Girls	Total
SECONDARY SCHOOLS.									
For boys	Departmental	English		5,526	...	5,526	1,742	6	1,748
		Vernacular		915	2	917	1,222	4	1,226
	Local Fund	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Municipal	English		58	...	58	47	...	47
		Vernacular		35	...	35	46	...	46
	Native States	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Aided	English		2,417	20	2,437	146	40	186
		Vernacular		241	...	241	364	7	371
	Unaided	English		180	...	180	185	6	191
		Vernacular		...	...	...	...	...	...
			Total	9,872	22	9,394	3,752	63	3,815
For girls	Departmental	English		...	20	20	...	50	50
		Vernacular		...	166	166	...	373	373
	Local Fund	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Municipal	English		...	...	...	...	...	
		Vernacular		...	...	...	...	...	...
	Native States	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Aided	English		46	44	90	16	208	224
		Vernacular		...	157	157	2	297	299
	Unaided	English		...	8	8	...	8	8
		Vernacular		...	...	...	...	...	...
			Total	46	395	441	18	936	954
			Total Secondary Schools	9,418	417	9,835	3,770	999	4,769
PRIMARY SCHOOLS.									
For boys	Departmental			2,344	11	2,355	9,409	163	9,572
	Local Fund			...	...	...	...	...	...
	Municipal			...	...	...	...	...	...
	Native States			...	...	...	...	...	...
	Aided			12	...	12	1,144	21	1,165
	Unaided			...	...	...	46	...	46
			Total	2,356	11	2,367	10,599	184	10,783
For girls	Departmental			...	22	22	...	499	499
	Local Fund			...	...	...	...	...	...
	Municipal			...	...	...	...	...	...
	Native States			...	...	...	...	...	...
	Aided			...	17	17	...	325	325
	Unaided			...	...	...	...	15	15
			Total	...	39	39	...	839	839
			Total Primary Schools	2,356	50	2,406	10,599	1,023	11,622
			Grand Total	11,774	467	12,241	14,369	2,022	16,391

TABLE V—*concld.*

Lower Primary Stage						Total		
Comprising all pupils who have not passed beyond the Lower Primary Stage								
Reading printed books			Not reading printed books					
4			5					
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5,824	44	5,868	2,2.7	16	2,233	16,423	66	16,189
3,552	75	3,627	1,157	46	1,208	6,846	127	6,973
...	...	..	...	...	..	...	...	...
...	...	...	...	...	...	...	..	..
34	...	34	51	...	51	190	...	190
95	...	95	26	..	26	202	..	202
...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...
731	80	811	270	20	290	4,294	176	4,470
676	17	693	294	12	306	1,575	36	1,611
164	10	174	44	13	57	589	29	618
...	...	...	..	...	...	...	...	...
11,076	226	11,302	4,059	107	4,166	30,119	434	30,553
...	157	157	...	60	60	...	306	30.3
..	1,567	1,567	...	596	596	...	2,702	2,702
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...
...	27	27	4	11	15	66	297	363
...	720	720	4	576	580	6	1,750	1,756
...	28	28	...	...	...	...	44	44
...	..	...	...	...	.	...	..	..
...	2,499	2,499	8	1,243	1,251	72	5,099	5,171
11,076	2,725	13,801	4,067	1,350	5,417	30,191	5,533	35,724
27,553	2,221	29,774	12,425	1,675	14,100	51,731	4,070	55,801
...	...	.	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...
...	...	.	...	...	...	...	...	...
4,580	199	4,779	1,289	201	1,490	7,025	421	7,446
422	17	439	152	14	166	620	31	651
32,555	2,437	34,992	13,866	1,890	15,756	59,376	4,522	63,898
...	3,459	3,459	...	1,903	1,903	...	5,883	5,883
...	...	.	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...
...		...	...	...	...	...	...	...
3	2,125	2,128	6	1,580	1,586	9	4,047	4,056
...	111	111	...	114	114	...	240	240
3	5,695	5,698	6	3,597	3,603	9	10,170	10,179
32,558	8,132	40,690	13,872	5,4:7	19,359	59,385	14,692	74,077
43,634	10,857	54,491	17,939	6,837	24,776	89,576	20,225	1,09,801

EDUCATION GENERAL

Return showing the Results of prescribed Examinations

Nature of Examination	Number of Institutions sending Examiners				Number of		
	Institutions under Public Management	Aided Institutions	Other Institutions	Total	Institutions under Public Management	Aided Institutions	Other Institutions
1	2	3	4	5	6	7	8
ARTS COLLEGES.							
1. Master of Arts ... Science	...	..	...	..	66	...	...
2. Bachelor of Arts ... English Language	3	...	...	3	66	...	...
3. B. Sc. ... Second Language	...	...	..	...	44	...	..
4. First B. A.	..	...	...	...	...	...	...
First B. Sc.	...	...	...	..	...	...	...
First Arts	2	...	...	2	131	...	...
Previous Examinations	...	...	...	...	...	...	...
ORIENTAL COLLEGE							
1. Master of Oriental Learning (Vidwath Examination)	1		...	3	4	9	...
2. Bachelor of Oriental Learning (Kanarese Pandit)	2	...	...	2	4	...	...
3. Honours of Sanskrit	...	...	....	...	..	...	...
Do Arabic	...	..		...	..	...	...
Do Persian	...	...	...	.	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...
Do do Arabic	...	...	...	...	...	...	...
Do, do Persian	...	...	..	...	...	..	...
5. Proficiency in Sanskrit	..	...	...	...	...	...	...
Do Arabic }							
Do Persian } Moulvi Examination	1	...	...	1	4	...	...
Do Urdu }							
Vidyarthi Examination	1	9	1	11	25	258	1
SCHOOLS FOR GENERAL EDUCATION.							
Matriculation ... ... Boys	10	4	...	14	198	104	...
Girls	1	1	...	2	4	2	...
English Lower Secondary Examination ... Boys	72	22	...	94	490	252	...
Girls	2	4	...	6	8	12	...
Vernacular Upper Secondary Examination ... Boys	1	...	...	1	30	...	...
Girls	...	...	...	...		...	...
Kanarese Lower Secondary Examination ... Boys	213	23	..	341	1,575	99	...
Girls	25	9	...	34	51	34	...
Public Service Certificate Examination ... English	...	...	...	...	...	...	...
Vernacular ...	.	..	...	...	...	...	...
SCHOOLS FOR SPECIAL INSTRUCTION.							
1. Training School Examination for Masters ... ... Upper Secondary ...	1	..	...	1	22	...	...
Lower do ...	:	...	...	1	23	...	...
2. Training School Examination for Mistresses ... ... Lower Secondary for Girls.	1	1	1	3	3	7	...
Do for Masters ... ... Primary Grade ...	2	...	...	2	13	...	...
3. School of Arts Examination	...	...	...	...	...	...	...
4. Medical Examination	...	...	...	...	...	..	...
5. Examination in Engineering and Surveying	1	...	...	1	33	...	...
6 Industrial School Examination	3	1	...	4	132	9	...
7. Examination in Commercial Subjects	...	2	...	2	...	68	...

TABLE VI.

in Mysore during the official year 1908-09.

Examinees		Number passed					Race or creed of passed Scholars					Remarks
Private Students	Total	Institutions under Public Management	Aided Institutions	Other Institutions	Private Students	Total	Europeans and Eurasians	Native Christians	Hindus	Mahomedans	Others	
9	10	11	12	13	14	15	16	17	18	19	20	21
...	66	34	...	...	...	34	...	...	33	1 Geology	...	
...	66	37	...	...	...	37	...	...	37*	...	...	* 1 a Girl.
...	43	37	...	...	...	37	...	...	36	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	131	69	...	...	...	69	...	1	67	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	
10	23	2	5	...	5	12	...	...	12	...	...	
2	*6	2	...	...	1	3	...	...	3†	...	...	* 2 were women. † 1 was a woman.
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	4	3	...	...	...	3	...	...	...	3	...	
10	294	7	155	...	8	170	...	...	170	...	...	
...	302	115	46	...	...	161	...	4	154	3	...	
...	6	2	...	...	...	2	...	...	2	...	...	
233	885	202	100	...	44	346	...	8	318	18	2	
4	24	3	6	...	3	12	3	4	5	...	...	
13	43	15	...	...	4	19	...	...	11	8	...	
...	...	...	...	...	...	...	...	...	...	...	...	
305	1,979	571	34	...	40	643	...	3	566	72	7	
7	92	24	12	...	1	37	...	7	21	9	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
1	23	15	...	...	...	15	...	...	13	2	...	
3	26	18	...	...	1	19	...	4	13	2	...	
1	11	2	6	1	...	*9	...	7	2	...	...	* Includes the number appeared for sewing.
2	15	7	...	...	...	7	...	...	5	2	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	33	24	...	...	...	24	...	1	23	...	...	Subject pupils.
...	141	83	6	...	...	89	...	5	76	8	...	Do
...	68	...	47	...	...	47	1	4	31	...	8	Do

Return showing the Distribution of Local Fund and Municipal Expenditure

Objects of Expenditure	Expenditure of Local Fund Boards										
	In Institutions managed by Local Fund Boards										
	Number of Institutions	Number of scholars on the rolls on 30th June 1909	Average number on the rolls monthly during the year	Average daily attendance	Provincial grants	Local Funds	Municipal grants	Fees	Subscriptions	Endowments and other sources	Total
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.											
University Education. — English											
University Education. — Oriental											
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.											
University Education. — Law											
University Education. — Medicine											
University Education. — Engineering											
University Education. — Teaching											
University Education. — Agriculture											
Total											
SECONDARY SCHOOLS.											
School Education, General. — For boys — High Schools — English											
School Education, General. — For boys — High Schools — Vernacular											
School Education, General. — For boys — Middle Schools — English											
School Education, General. — For boys — Middle Schools — Vernacular											
School Education, General. — For girls — High Schools											
School Education, General. — For girls — Middle Schools — English											
School Education, General. — For girls — Middle Schools — Vernacular											
Total											
PRIMARY SCHOOLS.											
School Education, General. — For boys											
School Education, General. — For girls											
Total											
SCHOOLS FOR SPECIAL INSTRUCTION.											
School Education, Special. — Training Schools for Masters											
School Education, Special. — Do for Mistresses											
School Education, Special. — Schools of Art											
School Education, Special. — Law Schools											
School Education, Special. — Medical Schools											
School Education, Special. — Engineering and Surveying Schools											
School Education, Special. — Industrial Schools											
School Education, Special. — Other Schools											
Total											
Buildings											
Furniture and Apparatus (special grants only)											
Total											
Direction											
Inspection											
Scholarships held in — Arts Colleges											
Scholarships held in — Professional Colleges											
Scholarships held in — Secondary Schools											
Scholarships held in — Primary Schools											
Scholarships held in — Special Schools other than Training Schools											
Miscellaneous											
Total											
Grand Total											

TABLE VII.

on Public Instruction in Mysore for the official year 1908-09.

on Public Instruction				Expenditure of Municipal Boards on Public Instruction										
In Institutions managed by				In Institutions managed by Municipal Boards										
Government	Municipal Boards	Private persons or associations	Total Local Fund expenditure on Public Instruction	Number of Institutions	Number of scholars on the rolls on 30th June 1909	Average number on the rolls monthly during the year	Average daily attendance	Provincial grants	Municipal rates	Local Funds	Fees	Subscriptions	Endowments and other sources	Total
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
264	...	...	264	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
264	...	...	264	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8,706	...	...	8,706	1	196	177	144	420	764	...	310	...	...	1,494
...	...	...	...	1	202	165	132	577	1,514	...	112	...	...	2,503
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8,706	...	...	8,706	2	392	342	276	1,297	2,278	...	422	...	...	3,997
2,46,744	...	3,928	2,50,672	...	...	...	...	...	...	...	...	...	...	...
7,354	...	...	7,354	...	...	...	...	...	...	...	...	...	...	...
2,54,098	...	3,928	2,58,026	...	...	...	...	...	...	...	...	...	...	...
4,055	...	...	4,055	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5,912	...	...	5,912	...	...	...	...	...	...	...	...	...	...	...
20,756	...	10,641	31,397	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30,753	...	10,641	41,394	...		...	...	...	...	...	...	...	...	...
21,815	...	...	21,815	...	...	...	...	...	...	...	...	...	...	...
3,834	...	...	3,834	...	...	...	...	...	...	...	...	...	...	...
25,649	...	...	25,649	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
80	...	...	80	...	...	...	...	...	...	...	...	...	...	...
1,253	...	...	1,253	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12,359	...	3,616	15,975	...	...	...	...	...	...	...	...	...	...	...
6,076	...	...	6,076	...	...	...	...	...	...	...	...	...	...	...
19,768	...	3,616	21,384	...	...	...	...	...	...	...	...	...	...	...
3,39,238	...	18,185	3,57,423	2	392	342	276	1,297	2,278	...	422	...	...	3,997

EDUCATION GENERAL TABLE VII—*concld.*

Objects of Expenditure			Expenditure of Municipal Boards on Public Instruction—concld. In Institutions managed by: Government	Local Fund Boards	Private persons or associations	Total Municipal expenditure on Public Instruction	Total expenditure of Local Fund and Municipal Boards on Public Instruction
			28	29	30	31	32
	ARTS COLLEGES.		Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	264
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total	...	...	...	...	...	264
	SECONDARY SCHOOLS.						
School Education, General.	For boys — High Schools — English	...	...	...	1,200	1,200	1,200
	For boys — High Schools — Vernacular	...	...	...	...	...	...
	For boys — Middle Schools — English	...	2,411	...	2,424	5,629	14,335
	For boys — Middle Schools — Vernacular	..	11,960	...	540	14,014	14,014
	For girls — High Schools	...	...	...	...	...	...
	For girls — Middle Schools — English	...	...	...	480	480	480
	For girls — Middle Schools — Vernacular	...	...	...	550	550	550
	Total	...	14,401	...	5,194	21,873	30,579
	PRIMARY SCHOOLS.						
	For boys	...	910	...	1,353	2,266	2,52,938
	For girls	...	...	...	1,149	1,149	8,503
	Total	...	910	...	2,505	3,415	2,61,441
	SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special.	Training School for Masters	...	...	...	...	...	4,055
	Do for Mistresses	...	..	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	5,942
	Industrial Schools	...	...	...	...	...	31,397
	Other Schools	...	...	...	1,575	1,575	1,575
	Total	..	...	...	1,575	1,575	42,969
Buildings		...	...	...	...	...	21,815
Furniture and Apparatus (special grants only)		...	...	...	...	...	3,834
	Total	...	...	...	...	...	25,649
Direction		...	...	...	...	...	...
Inspection		...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	80
	Secondary Schools	...	...	...	...	...	1,253
	Primary Schools	...	...	...	...	...	...
	Special Schools other than Training Schools	...	...	...	...	...	15,975
Miscellaneous		...	...	...	300	300	6,376
	Total	...	...	...	300	300	23,684
	Grand Total	...	15,311	...	9,574	27,163	3,84,586

EDUCATION GENERAL TABLE VIII.

Return Showing the Attendance and Expenditure in Hostels and Boarding-Houses in the Mysore Province for the official year 1908-09.

Class of Hostels or Boarding houses	Number of—		Number of Boarders who are students of—					Expenditure from				
	Hostels or Boarding Houses	Boarders	Arts Colleges	Colleges for professional training	Secondary Schools	Primary Schools	Special Schools	Provincial Revenues	District Municipal Funds	Subscriptions and endowments	Fees	Total Expenditure
1	2	3	4	5	6	7	8	9	10	11	12	13
FOR MALES.												
1. Managed by Government ...	10	391	115	...	191	9	76	7,041	...	278	33,293	40,612
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or Municipal Boards ...	2	46	...	...	7	20	19	333	...	3,726	..	4,059
4. Unaided	8	360	1	...	179	93	87	...	...	23,872	3,043	26.915
Total ...	20	797	116	...	377	122	182	7,374	...	27,876	36,336	71,586
FOR FEMALES.												
1. Managed by Government ...	...	...	...	..	...	...	...	...	...	..	...	...
2. Managed by District or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or Municipal Boards.	...	...	...	..	...	...	...	..	...	...	...	...
4. Unaided	4	345	...	...	238	94	13	...	...	16,318	857	17,175
Total ...	4	345	...	..	238	94	13	..	...	1,6318	857	17,175
Grand Total ...	24	1,142	116	...	615	216	195	7,374	...	44,194	37,193	88,761

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